

STANDARD IIB - Student Learning Programs and Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Clovis Community College Center (CCCC) provides the full range of student support services to directly support the many goals of its mission that includes student access, student learning, and student completion. The CCCC catalog contains a comprehensive list of support services and programs. The CCCC website contains the locations, phone numbers, and hours of operation of support services. In addition, most student support services programs distribute brochures and other written materials specific to their programs while maintaining their individual webpages. The matriculation/student support and success program at CCCC provides a comprehensive assessment of students' needs, including the application for admission, orientation, assessment, financial assistance, academic counseling and student educational planning, registration, and follow-up activities.

Application/Admissions

The application is the primary source of student information, providing CCCC the necessary data to inform and direct students to services and programs that can benefit them. The application is available electronically and in paper form and includes sections that ask for general student information, high school information (i.e., diploma, certificate, General Education Development G.E.D.), educational goal (i.e., associate degree, transfer, career preparation), and special services needed (i.e., student athletics, displaced homemaker, English as a second language, disabled students programs and services, student government, tutoring, veteran's status). Admissions and Records enters requested services into Datatel/Ellucian as a permanent record. Additionally, after Admissions and Records processes the application, the Center communicates with students via the Scheduling and Reporting System (SARS) Call, e-mail alerts, and mail notification from Admissions and Records. The SARS Call program is an automated messaging system. Student services faculty and staff use SARS to send appointment reminders, announcements, registration notices, and other student-related messages.

Orientation

The district requires all new, first-time students to complete the CCCC new student online orientation prior to registering for courses; counselors highly encourage all returning and transfer students to complete the orientation as well. The orientation contains pertinent information for successfully managing college policies and procedures and accessing programs and services. Students complete the orientation online, and the orientation includes "checks on learning" quiz questions to encourage students to focus on the information provided, and students also take a satisfaction survey in the process. Counselors electronically document and manage all completed orientations.

Assessment

CCCC primarily uses the Accuplacer Computerized Placement Test (CPT) that provides the student with appropriate recommendations for reading, writing, and math course placement. The assessment results assist students and counselors with the selection of initial coursework to encourage academic success in college. In addition, CCCC also assesses a student's course placement using multiple criteria that includes prior academic coursework (high school, college and/or veterans), vocational, personal, and disability related counseling. Disabled Students Programs and Services (DSPS) provides test accommodations to students with verified disabilities for the college placement test. Some of the accommodations include extra testing time, enlarged font, and a reader service. DSPS determines the accommodations based upon limitations imposed by the disability. In January 2014, CCCC established a Testing Center to provide a consistent and confidential process for students taking make up exams and receiving DSPS testing services.

Financial Assistance

All student services faculty and staff encourage students to complete the Free Application for Federal Student Aid (FAFSA) which will determine candidacy for and if applicable, kind of financial support CCCC can provide for a student's education. The Financial Aid Office assists students with completing the FAFSA and answering financial aid questions. Students may use on-campus computers to complete the application online. In addition to addressing general financial aid needs, the Financial Aid Office assists in the identification of student eligibility for other programs such as Federal Work Study, Cal Grants, student loans, and scholarships. The office staff assists students in completing in-school loan deferments, default prevention, and regaining eligibility for student aid after defaulting on student loans. Counselors encourage undocumented non-citizen students who meet the requirements for AB540 to complete the California Dream Act application to determine if they can qualify for the Board of Governors Fee Waiver Program and a Cal Grant. Counselors also encourage students to complete the CCCC scholarship application. Student services faculty and staff send e-mails to students encouraging them to apply and PowerPoint slides to instructors to display in their classrooms as students enter. Students also view the PowerPoint slides on televisions in the lobby of the academic buildings and in student services.

Academic Counseling/Student Educational Planning

CCCC strongly encourages and assists students in creating a Student Educational Plan (SEP). The SEP states the student's educational goal, outlines the courses the student needs to complete each semester, and provides visual documentation of when a student will complete his or her designated goal. The SEP provides students with a clear pathway to meeting their desired goals at CCCC. In an effort to meet the needs of all students and the new Student Success Initiative for California Community Colleges, CCCC has initiated an on-going SEP campaign to encourage students to discuss their educational plans with a counselor and develop a SEP.

CCCC offers counseling services to all general students, both online and face to face, including Veterans, Honors, Educational Enrichment, TRIO – Student Support Services (SSS) and Science Technology Engineering and Math (STEM), and also through special programs such as Disabled Students Programs and Services (DSPS) and California Work Opportunity and Responsibility to

Kids (CalWORKs). These programs also provide specialized workshops, counseling sessions, and program orientations for student participants.

Registration

CCCC has established procedures, services, and, programs that improve access to student registration and assist students in making appropriate course selections. Outreach, Counseling, and Admissions and Records are the primary providers of registration services. These programs coordinate with other student services to conduct activities and programs promoting and assisting the registration of students, including Registration-To-Go (RTG) for high school applicants attending CCCC's feeder high schools, express registration, an educational enrichment program, express counseling, and walk-in counseling. In addition to general registration, specific populations have their needs met with priority registration, enabling students participating in the CalWORKs program, students with disabilities, veterans, foster youth, EOPS, and other populations to register for courses early. This approach decreases barriers which may prevent these students from successfully completing their academic goals.

Follow-up

CCCC has established and conducts regular follow-up services for continued identification of beneficial services to students. Initially, Admissions and Records monitors student academic progress after the completion of each semester, and counselors participate in monitoring student progress. CCCC has implemented the Scheduling and Reporting System (SARS) Alert Program which provides an online system to identify students early in the semester and provide these students with appropriate services. These processes assist in monitoring all students' current progress in classes during a semester. Counselors provide students on academic and/or progress probation, at all levels, with intervention either in person or online to address their specific needs or deficiencies. The results of monitoring leads to the coordination and implementation of workshops and individual counseling sessions where counselors advise students of their current academic status, inform them of their options for improving their status, and encourage and refer them to support services (i.e., Disabled Students Programs and Services, Veterans Resource Center, Health Services, Mental Health Services, the Tutorial Center, and basic skills course options).

Conclusion

CCCC follows the California Community Colleges matriculation/student support and success program to determine the services and programs that benefit admitted students. Admissions and Records apply matriculation information to their admissions policies and procedures, and the college catalog documents such information. CCCC has updated the Matriculation Plan to align with the new Student Success Act guidelines.

Center-Wide Collaboration/Discussion

Based on CCCC's commitment to shared governance, administrators, faculty, staff, and students participate in college and district committees. These committees make a concerted effort to share information in a timely manner among the planning groups or to present information at various campus meetings. There is continuous collaboration at the administrative, faculty, and staff levels that facilitates discussion on issues relative to student access, progress, learning, and success.

Through the organizational structure, administration undertakes an integrated planning approach, working hand in hand with the various student services programs. The Campus President, Vice President of Instruction and Student Services, deans, department chairs, and student services managers, faculty and staff representatives from the various constituencies, and student representatives serve on committees that address how CCCC is serving students in meeting their educational goals. An example of collaboration is the CCCC College Center Council that, through the Strategic Plan objectives, is responsible for formulating plans and reviewing practices or procedures on how to maintain and improve services for students. The various constituent groups on the committee participate in dialogue and provide input in the decision-making processes involving programs and services. This includes reviewing the program review process for the various student services areas to assure that programs are evaluating their functions and service to ensure that they meet student's needs as best as possible. Other areas of discussion include dialogue on budgetary issues that involve maintaining specific levels of services for instructional and student services areas. Similar discussions occur at the CCCC President's Cabinet meetings. The Vice President of Instruction and Student Services and the deans are committed to collaborative efforts between student support services and instructional services to integrate services that link the classroom with support services to improve institutional effectiveness.

College-wide discussions occur during the following:

Accreditation Planning

College Center Council

Department Chairs

Distance Education Technology Advisory Committee

District-wide Matriculation Workgroup (Registration to Go – RTG)

Enrollment Management

Faculty Duty Day

Information Systems (IS) Priority/Datatel Users Group

President's Cabinet

Program Review/Student Learning Outcome Committee

Student Success Committee

With a few exceptions, these groups generally meet every two weeks.

Collaboration between administration, faculty, and staff also occurs at various committee meetings in discussions short-term and long-term program goals and objectives related to maintaining the highest levels of quality student support services. There is continuous dialogue and discussion that focuses on how well services meet students' needs and how those areas can improve. For example, CCCC holds weekly meetings with all of the deans under the direction of the Vice President of Instruction and Student Services. Also, department chairs meet bi-monthly throughout the semester. As the service areas work together to meet student needs, the committee members maintain continuous dialogue that allows the student support services areas to remain current on how each area is serving students. This ensures that there are open lines of communication between the various support service areas to address any issues that may affect the quality and efficacy of services. This forum allows for collaborative efforts in planning and

problem-solving in the best interest of students. Discussion can cover issues that include service hours, student registration procedures, financial aid disbursements, counseling services, retention efforts, and outreach.

Department discussions occur throughout the various student services departments and faculty committees:

Academic Senate

Behavioral Intervention Team (BIT)

California Work Opportunity and Responsibility to Kids (CalWORKs)

College Outreach and Recruitment Planning Meetings

Counseling Faculty Meetings and Flex Day Activities

Curriculum and Articulation Meetings

Department Chair Meetings

Distance Education Technology Advisory Committee

Educational Enrichment – Community College Center Advantage Programs (CCCAP)

Financial Aid Staff Meetings (Scholarships)

Program Review/Student Learning Outcomes Committee

Special Support Programs: Disabled Student Programs and Services (DSPS), Honors

Student Success Committee

Veterans

In addition, discussions occur in various committees, support teams, and office and department meetings in which staff actively participate as standing members, presenters, and guests. At CCCC, the student support services areas have initiated programming focused on integrated planning within student services. This process targets all administrators, faculty, and staff to be knowledgeable and actively involved in the planning process and implementation of student services. CCCC has established a Blackboard organization, named CCCC Institutional Planning, to include all documentation for each CCCC committee and meeting sessions.

- 1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

Descriptive Summary

CCCC addresses the criteria for this standard through the college's program review process, student learning outcomes assessments, state and federally-mandated program compliance audits for categorical programs, the strategic planning process, and student satisfaction surveys.

Each department in student services participates in the college's program review process every five years. The CCCC Program Review/Student Learning Outcomes Assessment Committee coordinates the scheduling of Program Reviews, assesses the formal Program Review report, and coordinates the scheduling and reporting of student learning outcomes (SLOs). The evaluation process for Program Review includes analysis and self-assessment by department members, program coordinators, department chairs, the Vice President of Instruction and Student Services, and deans. The Institutional Researcher, working in conjunction with various campus staff, committees, programs, or disciplines, facilitates student satisfaction surveys, faculty surveys,

student surveys, student health surveys, and other data collections in order to obtain meaningful, useful data for evaluating services. Program members, program coordinators, department chairs, the Vice President of Instruction and Student Services, deans, and the Program Review/Student Learning Outcomes Assessment Committee prepare, review, and discuss a written Program Review. Each program presents its Program Review to the CCCC College Center Council and submits an annual Program Review/SLO report. Faculty and administration use Program Review results to maintain or improve programs and consider those results in the development of future budget allocation and strategic planning.

The Center defines student learning outcomes (SLOs) as the specific observable or measurable results that faculty expect subsequent to a learning experience. Faculty have developed SLOs for all student service areas and have designed SLOs to identify outcomes in each program area and an assessment component to measure the effectiveness of services provided.

Categorical programs undergo rigorous review, and a committee of their peers (usually directors from other California community college programs) evaluate such programs regarding compliance to legal requirements, state laws (e.g., Title 5), and performance. Each program coordinator compiles results of the committee's findings into a report and submits it to the Vice President of Instruction and Student Services and the Campus President. Categorical programs and grants require annual state and federally-mandated reports, which program coordinators initially submit to the Campus President and the State Center Community College District Office for review. Once the SCCCD District Office approves reports, the program coordinators send them to the Chancellor's Office for final submission. Program coordinators submit federally-funded programs' reports to the U.S. Department of Education to meet grant program objectives and outcomes, expenditure goals, and annual report requirements.

CCCC faculty, staff, and administration develop the CCCC Strategic Plan and the State Center Community College District Strategic Plan through a collaborative process. Administration then distributes the plans to all campus constituent groups; the community may access the plans in print and online at www.cloviscenter.com and www.scccd.edu.

Comprehensive Student Support Programs and Services are available and delivered through various means (i.e., in-person, phone, e-mail, online, and paper form) at CCCC:

Admissions and Records

Alpha Gamma Sigma (AGS)

Assessment/Placement Testing

California Work Opportunity and Responsibility to Kids (CalWORKs)

Career Planning Services

Career Advancement Academy (CAA)

Child Development Center

College Relations - Outreach and Recruitment

Counseling (Walk-ins, Appointments, Express, Online)

Disabled Student Program and Services (DSPS)

Educational Enrichment, including Community College Center Advantage Programs (CCCAP)

Financial Aid and Scholarships

Health Services
Honors Program
Mental Health Services
Online Student Services
Retention Programs (Early Alert and Probation Workshops)
Student Activities - Associated Student Government (ASG)
Transfer Center Services
TRIO – Student Support Services (SSS) and Science Technology Engineering and Math (STEM)
Tutorial Center
Veterans

These programs are described in Section 3 of Standard IIB.

Self-Evaluation

CCCC meets this standard. In addition to federally and state-mandated reviews, CCCC has developed surveys to evaluate the effectiveness of student services. Faculty, staff, and administration use these surveys to evaluate current practices and implement modification and/or revisions of programs and services, depending on analysis of data. In addition to the Community College Survey of Student Engagement (CSSSE), the 2013 Faculty and Staff Accreditation Survey, Program Review, and SLO Assessments, student support services faculty and staff collect data on the services described below through student satisfaction surveys and online questionnaires.

Student Satisfaction Survey(s)/Data

Online Admissions Application Data: CCCC students complete an online application (or hard copy) containing a section that allows students to identify support needs. The admissions application has a variety of areas where students can identify specific services they may need to become a successful student. This includes financial aid information, academic counseling, services for disabled students, career counseling, and other support services. The Center may use these requests to contact students and provide them with the appropriate information about the services requested. CCCC can also identify support needs by tracking the number and types of online student services utilized by students. Datatel/Elucian (student records management system) can track the number of users and types of transactions students make during registration cycles.

Online Orientation: By collaborating with Cynosure, counseling faculty completed the online orientation during 2012-2013 academic year and attached a survey to the process in Summer 2012. Students complete the survey as soon as they finish the process. Data collection began during the Fall 2012 term, and the Institutional Researcher compiled the data at the end of the year. For the 2013-2014 year, counseling faculty and the Institutional Researcher collected data on students who completed the online orientation and the student satisfaction survey.

Online orientation has been in place for the past several terms, and the orientation prompts students to complete a survey at the end of the process. Counselors and the Institutional Researcher begin data collection in the fall term and compile the data at the end of the year. This is the second full year that they have collected data.

From July 1, 2013 through June 30, 2014, 19,280 students completed the online orientation. Of those, 3,425 students (17.8 percent) completed the survey this year (2014). They were primarily from Fresno City College (62.3 percent) as indicated by Table 1. Additionally, students used their home computer 70.3 percent of the time, a college or high school computer lab 25.3 percent of the time and other locations 4.6 percent of the time. Ethnic, gender, and age demographic data generally followed typical SCCC patterns with minor exceptions. For instance, SCCC generally has approximately two thirds of its students in the 29 and under age categories. In this survey, the same is true; however, there are a larger number of 19 and under than is typical and understandable.

The results of the 2014-2014 survey are below:

Table 1: Participation rates by location

Location	N	%
Fresno City College	2098	62.3
Reedley College	581	17.2
CCCC	371	11.0
Madera Center	287	8.5
Oakhurst	33	1.0

Table 2: Participation rates by ethnicity

Ethnicity	N	%
African American/ non-Hispanic	229	6.7
American Indian/ Alaskan Native	102	3.0
Asian/ Pacific Islander	486	14.3
Hispanic	1688	49.7
White/ non-Hispanic	583	17.2
Prefer not to state	117	3.4
Other	189	5.6

Table 3: Participation by gender

Gender	N	%
Female	1430	42.0
Male	1961	57.5
Prefer Not to State	17	.5

Table 4: Participation by age

Age	N	%
19 or less	2122	62.2
20-24	468	13.7
25-29	255	7.5
30-34	135	4.0
35-39	142	4.2

40-49	165	4.8
50+	111	3.3
Prefer not to state	15	.4

Table 4: Location used to complete Online Orientation

Location	N	%
Home	2388	70.1
College Computer Lab	288	8.5
High School Computer Lab	572	16.8
Other	157	4.6

Overall, the survey showed very positive results. The following tables break down items by location and total.

I was able to easily navigate through the online orientation.						
	FCC	RC	CCCC	MC	OC	Total
Strongly Agree	1181	259	190	99	18	1747
	56.6%	44.9%	51.4%	34.5%	54.5%	52.1%
Agree	660	191	113	89	10	1063
	31.7%	33.1%	30.5%	31.0%	30.3%	31.7%
Neutral	196	82	40	41	2	361
	9.4%	14.2%	10.8%	14.3%	6.1%	10.8%
Disagree	14	29	22	48	1	114
	.7%	5.0%	5.9%	16.7%	3.0%	3.4%
Strongly Disagree	34	16	5	10	2	67
	1.6%	2.8%	1.4%	3.5%	6.1%	2.0%

As a result of viewing the orientation, my knowledge of policies, procedures, and supportive services has increased.

	FCC	RC	CCCC	MC	OC	Total
Strongly Agree	1061	233	183	86	17	1580
	51.1%	40.5%	49.7%	30.3%	53.1%	47.4%
Agree	788	214	121	97	11	1231
	38.0%	37.2%	32.9%	34.2%	34.4%	36.9%
Neutral	179	64	26	26	4	299
	8.6%	11.1%	7.1%	9.2%	12.5%	9.0%
Disagree	21	54	32	63	0	170
	1.0%	9.4%	8.7%	22.2%	0.0%	5.1%
Strongly Disagree	26	10	6	12	0	54
	1.3%	1.7%	1.6%	4.2%	0.0%	1.6%

Students were then asked to indicate the usefulness of each online orientation segment. There were anchors on a five point scale of “Not at all Useful” and “Extremely Useful.” Values that fall between these have not been named and can mean differing levels to people depending on their interpretation.

Getting Started/ First Steps						
	FCC	RC	CCCC	MC	OC	Total
Extremely Useful	1142	276	176	103	13	1710
	54.9%	47.8%	47.7%	35.9%	41.9%	51.1%
	648	186	109	87	13	1043
	31.1%	32.2%	29.5%	30.3%	41.9%	31.2%
	239	83	58	52	3	435
	11.5%	14.4%	15.7%	18.1%	9.7%	13.0%
	30	24	16	33	2	105
	1.4%	4.2%	4.3%	11.5%	6.5%	3.1%
Not at all Useful	23	8	10	12	0	53
	1.1%	1.4%	2.7%	4.2%	0.0%	1.6%

College Success						
	FCC	RC	CCCC	MC	OC	Total
Extremely Useful	1133	265	167	103	12	1680
	54.4%	45.8%	45.1%	36.0%	40.0%	50.2%
	667	192	118	107	10	1094
	32.1%	33.2%	31.9%	37.4%	33.3%	32.7%
	226	83	68	44	5	426
	10.9%	14.3%	18.4%	15.4%	16.7%	12.7%
	24	35	5	24	3	91
	1.2%	6.0%	1.4%	8.4%	10.0%	2.7%
Not at all Useful	31	4	12	8	0	55
	1.5%	.7%	3.2%	2.8%	0.0%	1.6%

Student Services						
	FCC	RC	CCCC	MC	OC	Total
Extremely Useful	1200	281	183	106	14	1784
	57.8%	48.5%	49.7%	37.2%	45.2%	53.4%
	625	160	110	75	9	979
	30.1%	27.6%	29.9%	26.3%	29.0%	29.3%
	202	106	60	68	6	442
	9.7%	18.3%	16.3%	23.9%	19.4%	13.2%
	25	24	6	26	2	83
	1.2%	4.1%	1.6%	9.1%	6.5%	2.5%
Not at all Useful	23	8	9	10	0	50

	1.1%	1.4%	2.4%	3.5%	0.0%	1.5%
--	------	------	------	------	------	------

Campus Life

	FCC	RC	CCCC	MC	OC	Total
Extremely Useful	1126	255	167	92	10	1650
	54.4%	44.5%	45.5%	32.4%	34.5%	49.7%
	643	210	103	98	10	1064
	31.1%	36.6%	28.1%	34.5%	34.5%	32.0%
	235	72	69	64	4	444
	11.4%	12.6%	18.8%	22.5%	13.8%	13.4%
	38	26	21	24	4	113
	1.8%	4.5%	5.7%	8.5%	13.8%	3.4%
Not at all Useful	27	10	7	6	1	51
	1.3%	1.7%	1.9%	2.1%	3.4%	1.5%

Academic Services

	FCC	RC	CCCC	MC	OC	Total
Extremely Useful	1179	274	179	103	15	1750
	56.8%	47.8%	48.6%	36.0%	50.0%	52.5%
	647	183	105	75	8	1018
	31.2%	31.9%	28.5%	26.2%	26.7%	30.5%
	203	79	61	52	4	399
	9.8%	13.8%	16.6%	18.2%	13.3%	12.0%
	23	29	16	40	3	111
	1.1%	5.1%	4.3%	14.0%	10.0%	3.3%
Not at all Useful	25	8	7	16	0	56
	1.2%	1.4%	1.9%	5.6%	0.0%	1.7%

Student Conduct

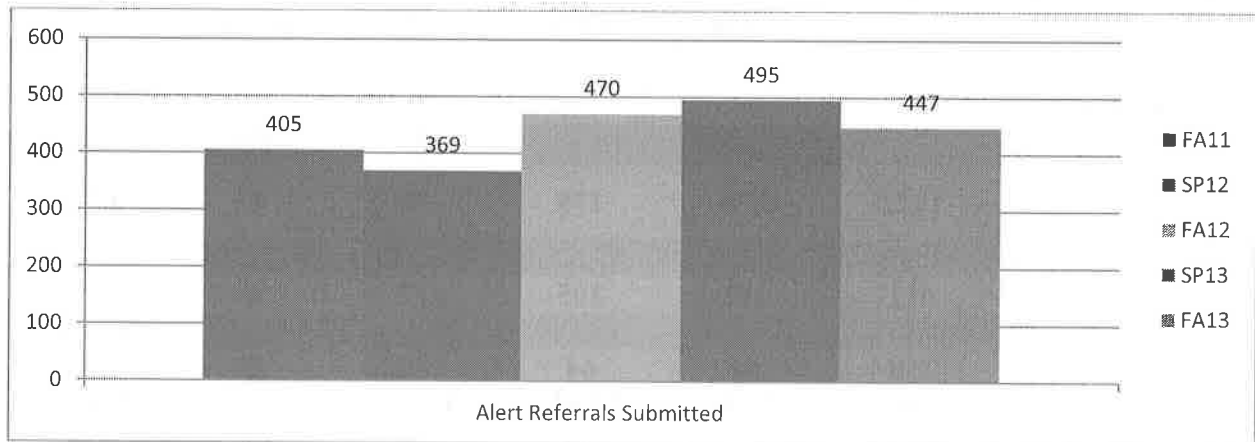
	FCC	RC	CCCC	MC	OC	Total
Extremely Useful	1172	278	175	100	13	1738
	56.9%	48.4%	47.6%	35.2%	43.3%	52.4%
	611	192	105	77	9	994
	29.6%	33.4%	28.5%	27.1%	30.0%	30.0%
	218	64	64	46	5	397
	10.6%	11.1%	17.4%	16.2%	16.7%	12.0%
	32	33	16	51	2	134
	1.6%	5.7%	4.3%	18.0%	6.7%	4.0%
Not at all Useful	28	7	8	10	1	54
	1.4%	1.2%	2.2%	3.5%	3.3%	1.6%

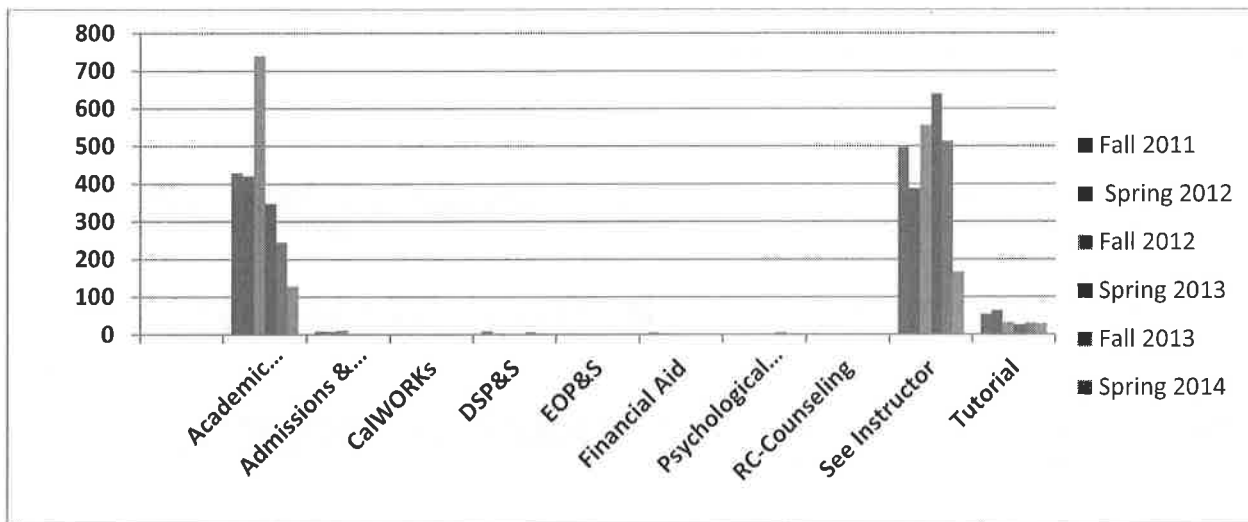
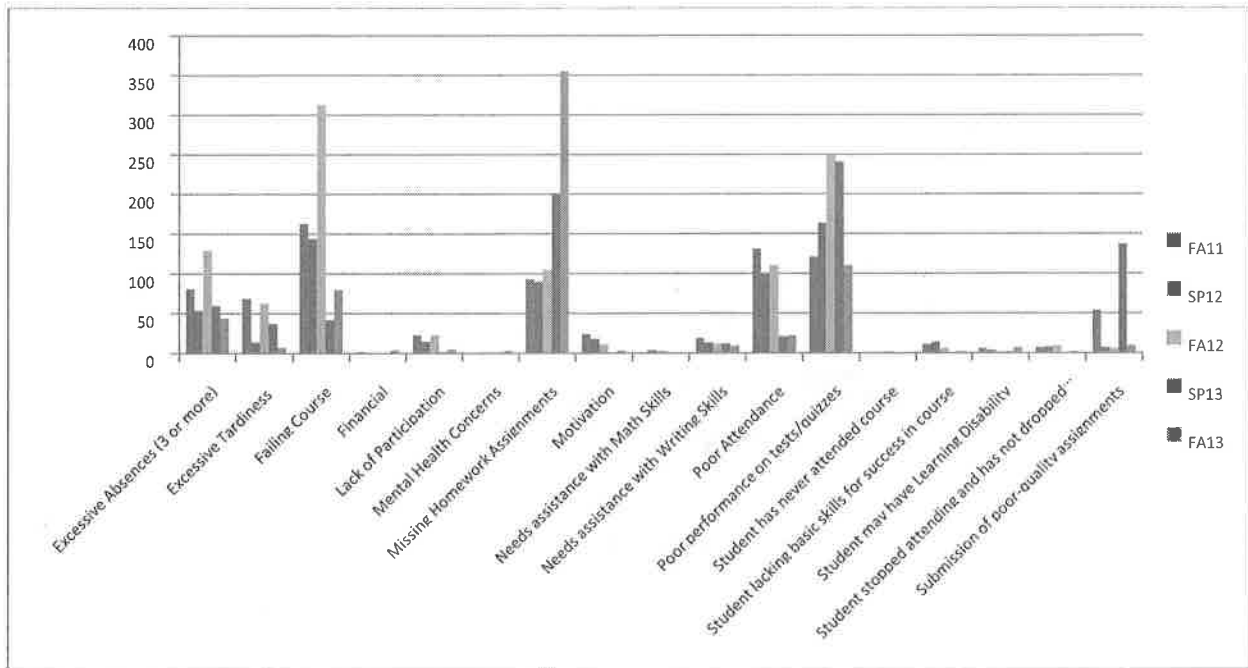
Lastly, students were asked for an overall level of satisfaction.

Please rate your overall level of satisfaction with the Online Orientation.						
	FCC	RC	CCCC	MC	OC	Total
Very Satisfied	923	216	138	93	11	1381
	44.3%	37.3%	37.5%	32.5%	34.4%	41.3%
Satisfied	845	241	144	116	13	1359
	40.6%	41.6%	39.1%	40.6%	40.6%	40.6%
Neutral	274	76	64	56	4	474
	13.2%	13.1%	17.4%	19.6%	12.5%	14.2%
Dissatisfied	27	42	16	19	2	106
	1.3%	7.3%	4.3%	6.6%	6.3%	3.2%
Very Dissatisfied	13	4	6	2	2	27
	.6%	.7%	1.6%	.7%	6.3%	.8%

There were also open comments at the end of the survey. Most of the 543 open responses were quite positive, speaking to things such as helpfulness of the orientation, ease of use of the website, and general praise. Many students thought that the orientation took too long, was boring, or repetitive. This group also included comments specifically to the 15 second wait time. Several mentioned that it was too long. They also wanted to be able to come and go and not have to do the whole orientation at one time. The remainder was mixed. This group indicated specific problems while logging in or staying logged in as well as several mentioned they were returning and felt they should not have to do it again. However, it seemed that these were the exception as compared to the norm.

SARS Alert: The SARS Alert system has been in place for the past several years. The charts below demonstrate the number of referred students each semester from Fall 2011 to Fall 2013, the concerns for the referrals, and the services that receive the referrals:

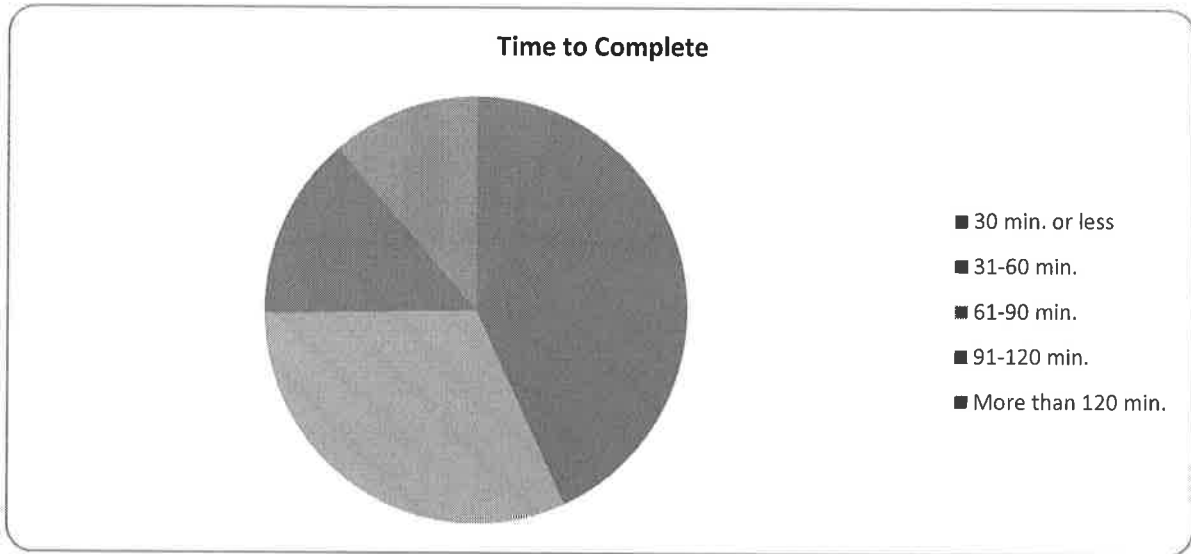




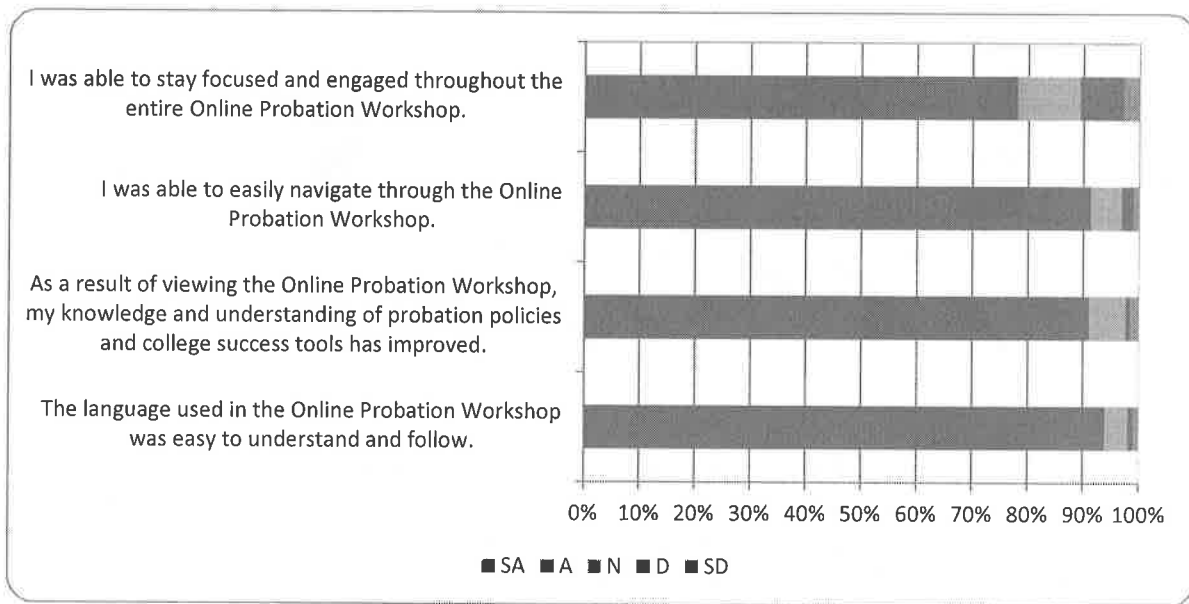
Online Probation Workshop (OPW): For the 2013-2014 year, counseling faculty and the Institutional Researcher collected data on students who completed the online probation workshop and the student satisfaction survey. The online probation workshop debuted in October 2013. At the completion of the workshop, students take a short survey as to its effectiveness. The following reflects SCCCD responses for the 2013-2014 academic year.

There were 1,695 students who completed the OPW during the 2013-14 academic year. The students were predominantly from Fresno City College (68.1 percent), followed by Reedley College (13.8 percent), CCC (10.6 percent), Madera Center (6.8 percent), and Oakhurst Center (0.7 percent). Students were generally 24 years old or younger (79.0 percent), Hispanic (50.4 percent), female (51.2 percent), and full time (52.8 percent).

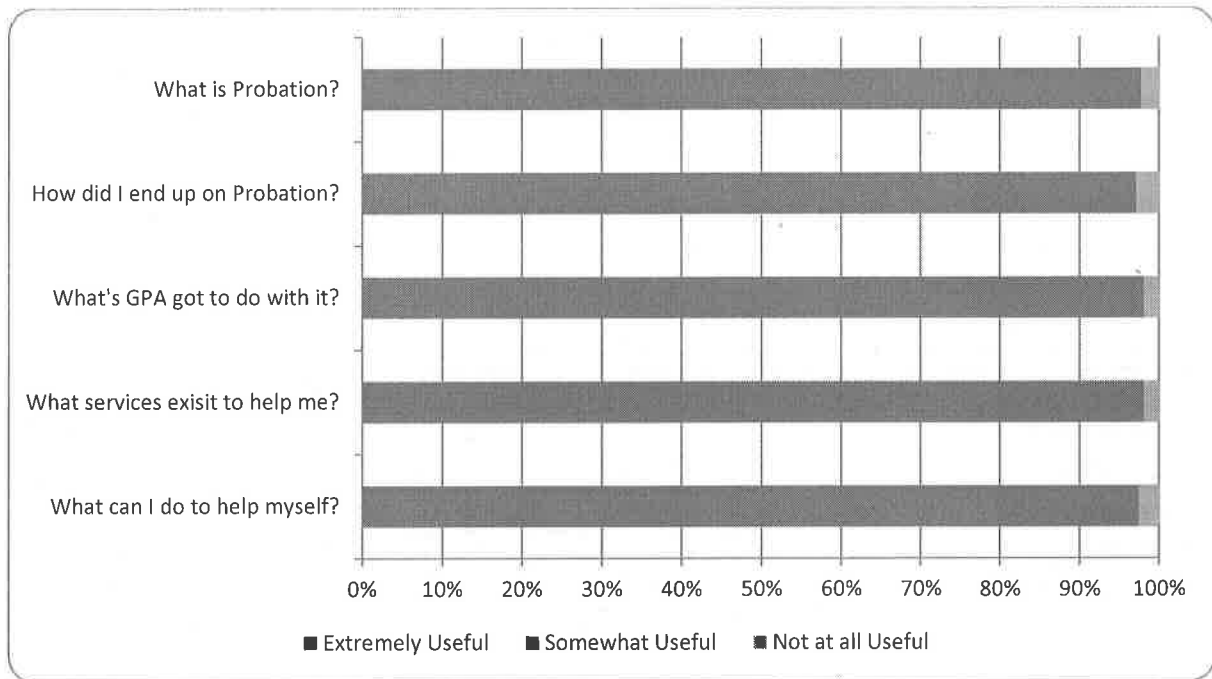
When asked how long it took to complete the online workshop, most students answered between 31 and 90 minutes (68.8 percent).



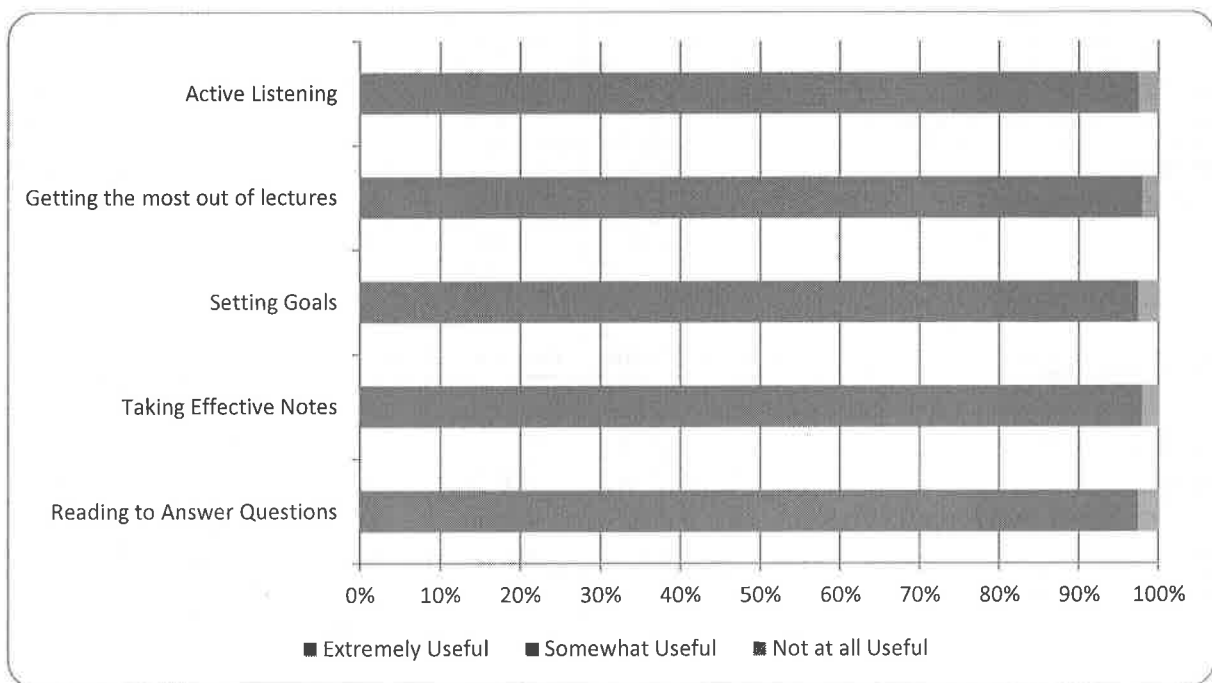
The survey asked students about their levels of satisfaction with the various components of the workshop. In general, they were very positive.



The OPW is broken into two parts and for each of these parts, the survey asked students to indicate the usefulness of each segment. In Part 1, students found segments extremely useful with very few indicating the segments as not at all useful.



In general, people found the topics in Part II extremely useful as well.



The survey gave students the opportunity to comment on the workshop, and there were 278 (14.1 percent) open-ended responses. Most were just general thanks and praise to the usefulness of the

workshop (61.1 percent). In fact, there were several who said they would not change anything and that the information was helpful to all classes. There were also many comments about the timer. Primary comments about the timer indicated it was too long to wait between segments and that it was frustrating. Additionally, people noted that there were several glitches, especially in part II and that the pages would not load. Lastly, several students suggested that instead of having to start over if they missed a question, that the student be re-directed to the previous information so they may revisit and answer again. One specific comment noted that the Cornell Note taking method is outdated and not as effective as other, newer methods.

The following tables break out all responses by campus location and enable comparison against the means above, if desired. Please note that the Oakhurst site had only 11 responses and that the percentages are not stable.

How long did it take you to complete the Online Probation Workshop?					
	FCC	RC	CCCC	MC	OC
30 minutes or less	6.1%	3.8%	9.4%	3.5%	9.1%
31-60 minutes	37.2%	35.5%	42.8%	32.2%	18.2%
61-90 minutes	31.3%	35.9%	25.6%	39.1%	9.1%
91-120 minutes	13.6%	13.7%	13.9%	16.5%	18.2%
More than 120 minutes	11.9%	11.1%	8.3%	8.7%	45.5%
N =	1155	234	180	115	11

I was able to stay focused and engaged throughout the entire Online Probation Workshop.					
	FCC	RC	CCCC	MC	OC
Strongly Agree	33.1%	39.1%	25.3%	36.0%	18.2%
Agree	45.0%	46.8%	46.1%	40.4%	45.5%
Neither Agree nor Disagree	11.2%	6.9%	11.8%	16.7%	9.1%
Disagree	7.6%	5.2%	13.5%	4.4%	27.3%
Strongly Disagree	3.1%	2.1%	3.4%	2.6%	-
N =	1147	233	178	114	11

I was able to easily navigate through the Online Probation Workshop.					
	FCC	RC	CCCC	MC	OC
Strongly Agree	50.2%	60.4%	50.8%	46.4%	45.5%
Agree	40.9%	33.0%	39.5%	43.8%	45.5%
Neither Agree nor Disagree	5.5%	4.0%	6.8%	6.3%	9.1%
Disagree	2.0%	2.2%	2.3%	3.6%	-
Strongly Disagree	1.3%	.4%	.6%	-	-
N =	1131	227	177	112	11

As a result of viewing the Online Probation Workshop, my knowledge and understanding of probation policies and college success tools has improved.					
	FCC	RC	CCCC	MC	OC
Strongly Agree	49.7%	59.2%	44.1%	49.5%	36.4%
Agree	41.1%	35.5%	40.7%	47.7%	45.5%
Neither Agree nor Disagree	7.0%	3.9%	9.6%	1.8%	9.1%
Disagree	.6%	.9%	2.3%	-	9.1%
Strongly Disagree	1.6%	.4%	3.4%	.9%	-
N =	1130	228	177	111	11

The language used in the Online Probation Workshop was easy to understand and follow.					
	FCC	RC	CCCC	MC	OC
Strongly Agree	54.0%	61.5%	54.8%	55.5%	36.4%
Agree	39.8%	35.0%	37.9%	40.9%	45.5%
Neither Agree nor Disagree	4.3%	2.2%	5.1%	2.7%	18.2%
Disagree	1.1%	.4%	-	.9%	-
Strongly Disagree	.9%	.9%	2.3%	-	-
N =	1121	226	177	110	11

Workshop Topic: What is probation?					
	FCC	RC	CCCC	MC	OC
Extremely Useful	77.6%	82.7%	66.7%	82.1%	60.0%
Somewhat Useful	20.1%	16.5%	28.8%	17.0%	40.0%
Not at all Useful	2.3%	.9%	4.5%	.9%	-
N =	1142	231	177	112	10

Workshop Topic: How did I end up on probation?					
	FCC	RC	CCCC	MC	OC
Extremely Useful	76.3%	84.5%	63.8%	83.6%	63.6%
Somewhat Useful	20.8%	14.2%	29.4%	15.5%	36.4%
Not at all Useful	2.9%	1.3%	6.8%	.9%	-
N =	1140	232	177	110	11

Workshop Topic: What's GPA got to do with it?					
	FCC	RC	CCCC	MC	OC
Extremely Useful	79.5%	85.1%	66.3%	81.8%	45.5%
Somewhat Useful	18.5%	14.0%	30.3%	17.3%	54.5%
Not at all Useful	2.0%	.9%	3.4%	.9%	-
N =	1132	228	175	110	11

Workshop Topic: What services exist to help me?					
	FCC	RC	CCCC	MC	OC
Extremely Useful	80.2%	86.1%	67.4%	82.0%	54.5%
Somewhat Useful	17.9%	13.5%	27.4%	17.1%	45.5%
Not at all Useful	1.9%	.4%	5.1%	.9%	-
N =	1133	230	175	111	11

Workshop Topic: What can I do to help myself?					
	FCC	RC	CCCC	MC	OC
Extremely Useful	80.5%	82.5%	68.2%	83.8%	54.5%
Somewhat Useful	16.8%	16.7%	26.7%	14.4%	45.5%
Not at all Useful	2.7%	.9%	5.1%	1.8%	-
N =	1125	228	176	111	11

Workshop Topic: Active listening.					
	FCC	RC	CCCC	MC	OC
Extremely Useful	77.7%	81.1%	64.8%	84.2%	54.5%
Somewhat Useful	19.9%	18.0%	29.1%	14.0%	45.5%
Not at all Useful	2.4%	.9%	6.1%	1.8%	-
N =	1146	233	179	114	11

Workshop Topic: Getting the most out of lectures.					
	FCC	RC	CCCC	MC	OC
Extremely Useful	78.3%	80.7%	64.6%	83.0%	45.5%
Somewhat Useful	19.8%	18.9%	29.8%	16.1%	54.5%
Not at all Useful	1.9%	.4%	5.6%	.9%	-
N =	1144	233	178	112	11

Workshop Topic: Setting goals.					
	FCC	RC	CCCC	MC	OC
Extremely Useful	80.3%	83.6%	65.2%	82.7%	63.6%
Somewhat Useful	17.5%	15.5%	28.7%	15.5%	36.4%
Not at all Useful	2.3%	.9%	6.2%	1.8%	-
N =	1140	232	178	110	11

Workshop Topic: Taking effective notes.					
	FCC	RC	CCCC	MC	OC
Extremely Useful	81.3%	83.7%	66.9%	86.7%	45.5%
Somewhat Useful	16.6%	15.9%	29.2%	12.4%	54.5%
Not at all Useful	2.1%	.4%	3.9%	.9%	-
N =	1145	233	178	113	11

Workshop Topic: Reading to answer questions.					
	FCC	RC	CCCC	MC	OC
Extremely Useful	76.9%	82.3%	67.6%	84.1%	45.5%
Somewhat Useful	20.5%	16.4%	26.7%	15.0%	54.5%
Not at all Useful	2.5%	1.3%	5.7%	.9%	-
N =	1140	232	176	113	11

Ethnicity					
	FCC	RC	CCCC	MC	OC
African American/non-Hispanic	9.0%	1.7%	4.5%	8.8%	-
American Indian/Alaskan Native	1.0%	.9%	-	-	-
Asian/Pacific Islander	12.3%	.9%	6.2%	4.4%	-
Hispanic	48.9%	72.6%	24.7%	64.0%	18.2%
White/non-Hispanic	13.8%	9.4%	42.1%	11.4%	45.5%
Two or more races	5.0%	7.3%	12.4%	5.3%	18.2%
I prefer not to state	9.8%	7.3%	10.1%	6.1%	18.2%
N =	1150	234	178	114	11

Gender					
	FCC	RC	CCCC	MC	OC
Male	46.1%	47.4%	45.3%	35.4%	63.6%
Female	50.7%	50.9%	50.3%	61.9%	27.3%
I prefer not to state	3.2%	1.7%	4.5%	2.7%	9.1%
N =	1149	232	179	113	11

Age Group					
	FCC	RC	CCCC	MC	OC
19 or less	32.5%	55.8%	55.0%	48.2%	54.5%
20-24	41.9%	32.9%	34.4%	40.4%	27.3%
25-29	11.5%	4.8%	6.1%	6.1%	9.1%
30-34	5.0%	1.3%	-	1.8%	-
35-39	2.2%	1.3%	1.1%	-	-
40-49	3.0%	1.3%	1.1%	1.8%	-

50+	1.4%	.4%	.6%	-	-
I prefer not to state	2.6%	2.2%	1.7%	1.8%	9.1%
N =	1151	231	180	114	11

Student Status					
	FCC	RC	CCCC	MC	OC
Full-time	51.3%	60.3%	60.0%	43.0%	36.4%
Part-time	31.2%	28.6%	27.8%	36.8%	27.3%
I prefer not to state	17.5%	11.1%	12.2%	20.2%	36.4%
N =	1150	234	180	114	11

Actionable Improvement Plans

None

2. **The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: (a) General Information; (b) Requirements; (c) Major Policies Affecting Students; (d) Locations or publications where other policies may be found.**

Descriptive Summary

CCCC has developed a catalog for Clovis Community College Center (CCCC). The first CCCC catalog is a one-year catalog effective 2014-2015 academic year. This section below includes the components of the CCCC catalog:

a. General Information

The 2014–2015 CCCC one-year catalog is a comprehensive publication that contains current information for students. CCCC publishes the catalog every year in an effort to provide current information. The catalog is available in two formats: hard copy and online. Within the catalog, it notes that the Western Association of Schools and Colleges identifies and accredits CCCC as a public two-year community college center under Reedley College. The introduction section of the catalog outlines general information about the CCCC and its mission statement.

The 2014-2015 catalog provides information on the matriculation/student success and support program and the various student support services available for students to assist them in achieving their educational goals. The primary matriculation/student success and support program components include application for admissions, new student orientation, assessment, counseling and advising, student educational plans, registration, and student follow up.

CCCC offers general education courses and degree requirement courses; therefore, students attending CCCC can access and complete the requirements needed for graduation, certificate(s), and/or transfer to a four-year university, which can be found in the catalog. The catalog also outlines all of the degree and certificate programs available to students.

The CCCC College Bookstore offers the catalog for a nominal fee and it is available at no cost online. Hard copies are available for viewing in the Library, Counseling Center, Transfer Center, Admissions and Records, and the Student Services Center. The formats in which they are offered online are mobile device compatible. It is also available online on College Source (www.collegesource.org).

b. Requirements

The catalog includes detailed information on the following: admissions requirements, student fees, catalog rights, graduation requirements, articulation and transfer to baccalaureate level institutions, associate degree and certificate programs, and course descriptions. A thorough process ensures accuracy of information. The process begins with the department chairs and Student Success Committee, and includes the collaboration of department chairs, deans of students and instruction, Vice President of Instruction and Student Services, Articulation Officer, and individuals who coordinate specific programs or services on campus. In addition, the district strives for common catalog language regarding district policies among the campuses through meetings of campus vice presidents called by the District Vice Chancellor of Educational Services and Institutional Effectiveness.

c. Major Policies Affecting Students

Major policies affecting students are also included in the catalog under three sections including Admissions and Registration, Academic Regulations, and Administrative Policies.

The offices of the deans and the Vice President of Instruction and Student Services handle and maintain all of the student complaints/grievances. Due to confidentiality and privacy laws, the public can access minimal information of a student's complaint/grievance. The Center holds all records for seven years including student complaints/grievances.

d. Location or Publications Where Other Policies May be Found

In addition to the catalog, the CCCC administration and faculty developed a Student Conduct Standards and Procedures manual that details information regarding student conduct policies. This manual is available online and in hard copy. The college also publishes two schedules of classes each year with similar information as in the catalog, as well as updated information such as CSU GE Breadth requirements, and flow charts showing sequencing of courses in particular subject areas. The student handbook and the college catalog publish the Academic Freedom Statement based on Board Policy 4118.3. Furthermore, technology provides online media for students to access policies, updates, and announcements. Some of these include the online orientation, WebAdvisor, college websites, Blackboard, plasma screens in the lobbies, e-mails, and phone calls.

Also, the CCCC Dean of Students and the Department Chair of Counseling provide students with information on policies, processes, and procedures via a weekly mass e-mail (CCCC 411) to all students.

The State Center Community College District Board of Trustees Policies and Administrative Regulations contain policies and procedures affecting academic regulations. This information is available in administration offices and on the website at www.scccd.edu.

CCCC also makes all publications available in Braille.

Self-Evaluation

CCCC meets this standard with an initial catalog that was published this year and plans for reviewing and publishing a catalog every year. Participation in the production of the catalog and schedule of classes involves many individuals and several review stages to make sure that the information in this publication is accurate. The district organized a district-wide Common Catalog Committee, including individuals from various positions at CCCC, to provide ongoing discussions in an effort to create a more user-friendly and district-wide common catalog content and language. Improvements in the language have been made over several years through this Common Catalog Committee. As a result, catalogs and the language in the catalogs have become more consistent district wide.

CCCC department chairs, Vice President of Instruction and Student Services, deans, and individuals who coordinate particular programs and services on campus will routinely review and update the catalog every year with the current calendar outlining the academic year and the length of semesters. They will then incorporate changes into the revised catalog. The Office of Instruction will review the catalog and conduct edits accordingly. The Curriculum Committee will also play a large role in reviewing course description accuracy. Additionally, Admissions and Records and the Counseling Department will work closely to review degree and transfer requirements for accuracy.

Actionable Improvement Plans

Develop a regular catalog review process.

3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

CCCC utilizes several methods and processes to determine the learning support needs of its students. The first point for identifying student needs is on the initial online or hard copy application that has a section that allows students to identify support needs. The application for admission has several areas where students can specify special services they may need to become successful. This includes financial aid information, academic counseling, services for disabled students, career counseling, and/or other support services. Student support services use these requests to contact students and provide information about the available services. The chart below shows the services indicated by CCCC students on the admissions application over the past few years:

Service Indicated on Admissions Application	Fall 2013	Spring 2013	Fall 2012	Spring 2012
Educational Enrichment	4	1	21	4
Admissions Office	3	3	1	2
Athletics	11	4	17	8
Bridge Program	1	4	0	1
Career Counseling	1,148	452	1,088	494
Child Care	292	24	337	145
Class Schedule	35	1	25	18
Counseling/Orientation	50	22	47	30
Disabled Students	110	40	104	46
Employment Assistance	735	323	759	337
English Second Language	51	27	46	23
EOP & S/ OASIS	311	144	326	154
Financial Aid	2,781	967	2,675	1,069
Have Received Cash Aid within 2 Years	7	9	11	11
Health Science Orientation	4	3	2	1
Honors Program	4	1	6	0
High School enrichment	7		28	1
International Student Information	1	1	0	1
International Students	3	0	1	0
Learning Disability Asses	5	1	7	3
Online Classes	998	475	1,088	543
Online Counseling Services (OCS)	77	48	217	68
Other	2	10	12	7
Probation (GS 41)	9	5	10	4
Scholarship Information	1	3	2	2
SEP (financial aid)	3	1	3	0
Student Government	159	64	163	63
Study Skills	73	40	73	38
Testing, Assessment and Orientation	67	42	275	132
Transfer Services	1,093	413	1,182	486
Tutoring/Basic Skills	903	341	906	362
USEAA Program	3	0	1	0
Veteran's Counseling	5	3	8	1
TOTAL	8,956	3,472	9,441	4,054

CCCC also determines and addresses the support needs of its students through the program review process. It is an ongoing process used to assess and improve student learning and achievement. The results of the reviews assist in refining and improving program practices resulting in appropriate improvements of services provided. Additionally, student support services faculty and staff develop and assess SLOs on an ongoing basis and use results for continuous quality improvement. The use of student surveys and assessments provide for decision-making processes, which include dialogue on the results of assessment that faculty and staff purposefully direct toward improving student learning. Student support services faculty and staff utilize these methods, including data from the Office of Institutional Research, to help identify the educational support needs of our students.

CCCC's administration is involved in advisory committees with the local feeder high schools to discuss student needs. Additionally, CCCC's administration and counseling faculty meet regularly with the Clovis North High School principal, vice principal, and counselors to discuss their students' needs and the development of programs to better serve their students. An example is the Community College Center Advantage Program (CCCAP) which allows a select group of

students to take courses at the CCCC during the day along with their regular high school coursework. These students earn dual credit for both college and high school for college courses completed. We are also implementing the same program with Clovis East High School beginning Fall 2014. The purpose of these meetings is to open dialogue regarding student preparedness and college success. These meetings allow for open communication and sharing of ideas and information. This includes discussion on how well the college can serve its students, what areas might need improving, and how the Center can continue to be of service.

Additionally, a partnership between Clovis West High School and CCCC has focused on the twelfth grade curriculum and academic behaviors. Clovis West is a minority school (approximately 53 percent minority) and has a reduced lunch population of 36 percent. In the four years since the partnership was started, Clovis West English faculty have implemented an entirely new Common Core Curriculum, pointed at the English 1A student learning outcomes and objectives and emphasizing academic behaviors such as time management and professional affect. A key feature of the partnership has been close cooperation on norming academic standards between the college and high school faculty. As a result of this partnership, 79 percent of non-AP twelfth graders tested into English 1A (or the equivalent at CSU and UC) and 94 percent of seniors last year transferred to either a two-year or four-year institution.

CCCC identifies students with special needs through various student services programs dedicated to serving these populations. These programs provide specialized services for their students that generally include a much more personalized relationship with program staff to monitor student progress and develop student education plans to help bring about academic success. The following programs support student learning needs, provide college readiness skills, services, and resources that fit students' interests and needs.

Specialized Programs

CalWORKs: The California Work Opportunities and Responsibility to Kids (CalWORKs) program at CCCC helps recipients of cash aid complete short-term training programs. This program provides academic counseling, career counseling, employment training, mentoring, and job placement through its work study program. Other specialized services include assistance with child care, allowance for textbooks, school supplies and transportation, teacher permit processing services, and work experience opportunities.

Career Advancement Academy (CAA): The Career Advancement Academy (CAA) programs establish pipelines for under-prepared, underemployed, young adults to careers and additional higher education opportunities. The Career Advancement Academy programs address foundational skills in reading, writing, and mathematics in the context of particular career pathways of importance to the regional economy. The programs provide one-on-one attention, small class size (cohorts), counseling, skills assessments, hands-on-learning projects, instruction in the language and math required on the job, job shadowing or on-the-job training, internships, industry tours, links to workforce partners, and placement assistance upon successful completion of the chosen program. The certificate programs offered at CCCC are Wastewater Treatment Operator Program and Information Technology Support Specialist. Although the CAA grant ends in Spring 2015, CCCC will be institutionalizing these programs and services through the support of a part-time counselor.

Disabled Students Program and Services (DSPS): The District Director of DSPS Program coordinates DSPS and is responsible for working with each of the campuses to provide specialized services and accommodations that assist students with documented temporary or permanent physical, psychological, and/or learning disabilities to reach their maximum potential while achieving their educational goals. DSPS counselors design services and accommodations to meet each student's specific needs for educational access and success. Staff specialists interact with all areas of the campus to eliminate physical, academic, and attitudinal barriers. This program offers alternate media as a service, in which the DSPS Alternate Media Specialist converts printed materials such as textbooks and printed instructional materials into another medium such as Braille, large print, and e-text. The DSPS office, Tutorial Center, and the campus open computer lab offer access for students with disabilities to computers with adaptive technology to aid in their progress to success.

Educational Enrichment (CCCAP): Current high school students in the 11th and 12th grades within the CCCC service areas who can benefit from advanced scholastic or vocational work can enroll in college courses and receive college credit through the Educational Enrichment Program. In addition to the general Educational Enrichment program, CCCC has partnered with Clovis North High School (CNHS) and Clovis East High School (CEHS) in the development of Community College Center Advantage Programs (CCCAP). The CNHS CCCAP program began in Fall 2010 semester with 19 seniors and continues to serve 20 students each year. The CEHS CCCAP Program began in Fall 2014 with 18 seniors. These students are enrolled in two college-level courses for the fall and spring terms and received both college and high school credit. In addition, CCCC offered an opportunity for high school students (grades 10th-12th) to enroll in courses as part of the Summer Scholars Advanced College Academy during the Summer 2014 6-week session. The Summer Scholars Advanced College Academy provided high school students with an opportunity to earn college credit and participate in on campus leadership activities. Clovis Unified School District also identified certain courses that were available for dual credit. So, with these specific courses, students had the opportunity to earn both college and high school credit.

EOPS: CCCC plans to implement an EOPS program upon receiving college status. EOPS enables low income, educationally disadvantaged students affected by language, social, and economic handicaps to achieve a college education. Services offered include individualized counseling and support, academic progress monitoring, textbook services program, and specialized transition services. Currently, CCCC provides similar services through a TRIO grant to provide Student Support Services (SSS). Student qualifications to enter the CCCC SSS Program mirror those of EOPS eligibility. As indicated on the chart of services under the descriptive summary under #3 in this standard that identifies the learning support needs of the CCCC students, it is clear that our students would benefit from this program and its services. The chart shows the number of students who marked EOPS as a service that would benefit their success:

- 311 students in Fall 2013
- 144 students in Spring 2013
- 326 students in Fall 2012
- 154 students in Spring 2012

Once CCCC receives a separate EOPS allocation of funds, appropriate staff will be hired. This includes a counselor and support staff where needed.

Foster Youth: CCCC currently provides special services to foster youth and has worked closely with local schools to provide the necessary services to this population. CCCC offers a variety of resources to assist emancipated students exiting the foster care system. Student support services faculty and staff encourage foster youths to contact the financial aid office and counseling department at CCCC. Services offered to foster youth at CCCC include priority registration, admissions and registration assistance, financial aid assistance, academic counseling, assistance with finding on-campus employment (for those who qualify), assistance finding housing, and career counseling.

Student Retention Services Programs

Early Alert: CCCC is committed to student success and utilizes an Early Alert/Progress Monitoring program to identify students with potential academic and performance difficulties in the classroom. The goal is to identify and contact at-risk students early in the semester and encourage these students to access campus support services. CCCC is currently utilizing the Scheduling and Reporting System (SARS) Alert program to streamline the Early Alert process for instructors, students, and counselors.

Probation Workshops: CCCC provides and requires probation workshops for all students on Level 1 probation. The purpose of the probation workshop is to provide students with information on probation, strategies to succeed, and information on services and resources that can assist in completing their educational goal(s). The probation workshop is available online for students. The Center also provides individual academic counseling services for students on Level 2 and/or dismissal probationary status. Through these individual sessions, counselors provide students with a review of their transcripts, development of student educational plans, and guidance on the process of registration while on probation, and overall information on how to continue and succeed in their education.

Student Services Programs

In addition to the aforementioned, CCCC provides the following programs and services to support the full range of student needs.

Admissions and Records: The Admissions and Records office provides services by processing paper admissions applications and registration for individuals interested in attending CCCC. Upon completion of applicable admission requirements, the district's centralized Admissions and Records office processes registration materials. The centralized district functions that support all campuses include:

- Coordination of all online application set-up and processing (99 percent of all applications are submitted online),
- Initial residency determination,
- Registration coordination and communication to students,
- Waitlist processing,
- Prerequisite drops,
- Instructor drops and instructor no-show drops,

- Subpoenas,
- Student academic standing evaluation and processing,
- Submission of all student records to national clearinghouse,
- Positive attendance roster data entry.

The district is currently researching the possibility of centralizing transcript processing and will make the decision prior to the 2015-16 academic year.

The Admissions and Records Department at Reedley College's main campus is also responsible for recording student grades, transcripts, and other processes dealing with student academic history. Eventually, the district will transition all records processes to CCCC.

Alpha Gamma Sigma: Outstanding student scholars are eligible for membership in the Sigma Gamma Chapter of Alpha Gamma Sigma (AGS), the honor society for California Community Colleges. Students meeting eligibility criteria can join the CCCC chapter of Alpha Gamma Sigma known as Theta Zeta. Students who earn at least a B average (3.0) for 12 units of college work (with no D or F grade) are eligible to join AGS. AGS members meet to hear speakers, raise funds for scholarships and attend conferences, participate in college activities, educational excursions, and special community projects.

Articulation: The Articulation Officer at Clovis Community College Center (CCCC) is a part-time counselor who is responsible for facilitating the process of faculty review that leads to the articulation of courses between institutions. The Articulation Officer has a vital, profession-level role that requires extensive academic knowledge, highly developed communication skills and the ability to facilitate and coordinate every aspect of the complex and detailed articulation process. This highly sensitive position requires quick analysis, comprehension, and the ability to explain the nature of articulation issues to respective parties, including diffusing conflict and diplomatically navigating and implementing resolutions.

Assessment Services: Assessment services provide placement testing that measures a student's reading, writing, and math skills for appropriate placement in English and math. CCCC provides placement testing by appointment basis and through Registration to Go (RTG) coordination at local feeder high schools on designated days and times. The assessment test is accessible and is available in alternate format such as Braille. The assessment results guide counselors and students in determining the best choice of classes to start their academic careers. As of January 2014, CCCC established a Testing Center to provide a consistent and confidential process for students taking make up exams and or receiving DSPS testing services.

Bookstore: The CCCC bookstore carries a wide range of schools supplies, college merchandise, and textbooks for students. The CCCC bookstore also offers a services where students may purchase textbooks online for pickup at the bookstore, as well as textbook rental services.

Career Planning and Job Opportunities: CCCC Career Services include occupational information, computer-based job search information, and computer-based career assessments: Eureka, California Career Café, O Net, and other career-based internet media. Counselors are available to provide career assessment interpretation, career counseling, and to teach career awareness courses. At this point, the CCCC does not offer comprehensive job placement

services. Currently, CCCC offers job opportunities through the following: Work Study Programs through financial aid and job placement services through CalWORKs. CCCC provided career services to 2,076 students during the Fall 2013 semester.

Child Development Center (CDC): The Child Development Center (CDC) at CCCC opened in Fall 2007. Through collaboration with the State Department of Education, Clovis Unified School District (CUSD), State Center Community College District, and First Five of Fresno, the CDC funded the six-million dollar facility, which serves as a dual role: providing high quality child development and child-care services for children and as a model demonstration site for students studying child development. The National Association for the Education of Young Children accredits the CDC. The CDC gives priority to children of Clovis Unified school district employees (the CUSD Child Development Department handles enrollment of this group), SCCC students taking a minimum of six units per semester, and SCCC staff and faculty.

College Relations - Outreach and Recruitment: The College Relations Program strives to create a college-going culture for high school students and the community at large by providing information and outreach services to encourage individuals to further their education. The College Relations Specialist, the Registration-to-Go Orientation Assistants, and Academic Counselors promote education as a means to upward mobility by regularly conducting high school presentations and visits. The district assigns this team to designated feeder high schools within the CCCC service area and the team is actively involved in the Registration-to-Go (RTG) Program. The RTG Program includes assisting potential students with the college admissions process by providing instructions on completing the online admission application, providing assessment testing, promoting the completion of the new student online orientation, coordinating the counseling/advising sessions, and providing training on how to register online and follow up registration services. In addition, this team participates in community outreach and recruiting events, such as Fresno Area College Night, and is in regular contact with community organizations such as local Native American tribal nations, churches, Clovis Unified Migrant Education, Life Arrow gang prevention, and Fresno County Mental Health Services. Additionally, the College Relations Office is involved with the Adult Education Taskforce to promote educational opportunities for adults in the San Joaquin Valley and increase higher education rates of attendance. Staff from CCCC attend monthly meetings and participate in college/education fairs aimed at adults. There is a continuous partnership with Clovis Adult School to provide college information workshops and college placement testing. The main goals of outreaching to the adult populations are to upgrade career skills, address career changes, or assist underemployed/unemployed adults seeking employment through short-term certifications, Associate degrees, and/or transfer to four-year institutions. Also, the College Relations Specialist provides campus tours introducing prospective college students and their parents to the programs and services available at CCCC.

Student Recruitment and Outreach Activities

In recruitment and outreach, CCCC demonstrates sensitivity to the needs of all ethnic, racial, and underrepresented populations. The College Relations Specialist provides college outreach services to all local feeder schools, primarily as part of Registration-to-Go activities. The local feeder schools not only include public schools but also adult education, alternative education such as charter schools, faith-based private schools, and home school education.

Additionally, the College Relations Specialist has participated in the College Black Men activity in collaboration with Clovis North High School and serves on the committee in charge of the Native American College Information Day. There have also been several presentations made to the Native American Rancherias, Clovis/Sierra/Mariposa Unified School Districts Native American Indian Education Program, Fresno County Foster Youth, Hispanic Youth Symposium at California State University Fresno, Asian Student Club, Latino Success Club at Clovis High School, Latino Success Conference at Clovis West High School, and Fresno County Office of Education Juvenile Justice Center regarding college access and Central Valley Women's Conference.

The CCCC College Relations office has developed a partnership with University of California, Los Angeles (UCLA) and UC Merced Recruitment and Relations with Schools offices to visit local Native American tribal nations and community organizations. The main goal of the project is to create a college-going culture within tribal communities and to increase Native American enrollment at higher education institutions. The project involves giving presentations on community college transfer to the University of California system, application process, majors, financial aid, and extracurricular activities.

The CCCC College Relations office works in conjunction with Life Arrow, a local gang prevention program, to give gang members alternatives through higher education. Presenters give program participants college presentations on the matriculation process and highlight supportive services and programs to increase student success and instill self-sufficiency.

Clovis Unified School District and the College Relations office collaborate in addressing at-risk middle school students through the Summer School Academies Program. Students are bused from five local intermediate schools on scheduled dates. The College Relations Specialist and Associated Student Government volunteers give students a tour of the college campus and a presentation on college success and how it begins in intermediate school. Topics covered by the College Relations office are the importance of reading and writing, mathematics, classroom participation, homework completion, and career exploration.

Counseling

The CCCC Counseling Department provides comprehensive counseling services to assist students towards a successful college experience. Counselors help promote student development and success by coordinating quality services and programs that focus on students' needs. Student support services faculty and staff design the programs to provide each student with individualized help in assessing personal interests and abilities. Counselors assist students by developing Student Education Plans (SEPs) that guide students towards earning a certificate, associate degree, and/or transfer to a four-year university. As of Fall 2014, CCCC currently employs seven full-time counselors serving all students. The department has increased the number of appointments available to students and brought on a counseling intern to job shadow and eventually assist in serving students. The Counseling Department will welcome a new intern in Spring 2015. New student orientations are also available online and in person. Additionally, the Counseling Department offers counseling courses that are geared toward enhancing students' personal responsibility as well as intellectual and personal development.

Furthermore, with the passage of SB1456, CCCC revised the existing Matriculation and Basic Skills committees and folded them into one Student Success Committee. The committee meets

once a month and addresses all mandates required under the Student Success Act/SB 1456. Currently CCCC has an established process in place for mandatory assessment, orientation, and student educational planning. Additionally, CCCC counselors actively participate on the districtwide matriculation workgroup that focuses on a variety of student success issues, including the Student Success Act mandates and the new enrollment priorities. The CCCC Counseling Department Chair has developed and provided training on the new Management Information Systems (MIS) type codes, aligned with the new student success data elements, and the mapping from SARS to Datatel. Also, CCCC faculty and staff are communicating to students the need to be fully matriculated and specifically complete a student educational plan (SEP). Also, CCCC has developed a new Student Success Plan to replace the previous plan, formerly known as the Matriculation Plan.

The CCCC Counseling Department has participated in a variety of events and programs to provide students with critical information regarding counseling services. In an effort to provide all students with an opportunity to get a Student Educational Plan, a semester by semester outline of the requirements necessary to complete their educational goal(s), completed, the Counseling Department has conducted evening and Saturday workshops to meet students' needs. The Counseling Department has provided the following events/activities over the past several semesters:

- Saturday SEP Event – February 22, 2014 – 110 SEP appointments scheduled, providing 80 SEPs
 - February 22, 2014 80 SEPs completed
 - October 4, 2014 33 SEPs completed
- Evening SEPA (Abbreviated Student Educational Plan) Workshops – four evening workshops:
 - February 11, 2014 18 SEPAs Completed
 - February 19, 2014 22 SEPAs Completed
 - February 24, 2014 24 SEPAs Completed
 - February 27, 2014 32 SEPAs Completed
 - September 23, 2014 19 SEPAs Completed
 - September 29, 2014 17 SEPAs Completed
- Student Activities Events - Winter Warm Up and Rocktoberfest SEP tables
- ASG student presentations to classes to encourage SEP completion
- Marketing/advertising materials: SEP Get on Track bookmark, SEP banners and magnets, SEP posters, GOT SEP t-shirts/sweatshirts, You Tube SEP video, SEP flyers on plasma screens
- Mass e-mails and personal phone calls to students to make an SEP appointment (including all students referred through SARS Early Alert)
- Collaboration with instructional faculty to require SEP completion
- Counselor visits – First Two Weeks of Class Presentations

The following chart shows CCCC's progress in providing students (including all CCCC applicants, continuing, transfer, and returning) with a Student Educational Plan (SEP):

Academic Year	Student Population	Number of SEP's	Percentage of Student Population
2010-2011	8358	801	9.5%
2011-2012	7983	1187	14.9%
2012-2013	7622	1789	23.4%
2013-2014	7963	5449	68%

As a result of the SEP campaign for the above described population, 63 percent of CCCC students have completed an SEP.

Clovis 411 Event

Through the collaborative efforts with Counseling and Student Activities, orientation events, known as Clovis 411, provide new students and parents with critical information on getting started in college and student success strategies. For Fall 2013, CCCC hosted a college readiness event (Clovis 411) for new students on Thursday, August 1, 2013 from 5:30pm to 8:30pm. CCCC faculty, administration, and staff invited all new students and parents to attend the event. Many parents accompanied their students. Over 200 students responded for the event and over 100 parents and/or guests attended. The evening included an opening session with a welcome from Campus President Deborah Ikeda, interactive activities and a welcome from the CCCC Student Government. Students had the opportunity to select from the following workshops:

- Tips for Success-Hear It Straight from a Clovis Instructor
- Deciding on a Major
- WebAdvisor/Student Email/Blackboard
- Relieve College/Life Stress
- Campus Tours

The College Relations Specialist offered a separate parent session simultaneously in the computer lab located in building AC1. The session included best practices for supporting students in college and financial aid information. Associated Student Government representatives gave parents and guests a tour of the campus. Following the workshops, outreach staff invited students to participate in the Resource Fair represented by numerous student programs and campus services. Students visited the tables, obtained information, and entered in a drawing to win an i-Pod shuffle.

As a result of the success in Fall 2013, CCCC offered a CCCC 411 event for Fall 2014 students. CCCC offered Clovis 411 sessions on August 4th, 6th, and 9th, 2014. The following chart shows the data on student and parent participation:

	August 4, 2014	August 6, 2014	August 9, 2014	Subtotal
Students RSVP	127	125	119	371
Students Check-in	104	103	84	291
Parent Orientation Am	16	10	11	37
Parent Orientation PM	0	2	4	6
Total Parents	16	12	15	43

Financial Aid	28	12	15	55
----------------------	-----------	-----------	-----------	-----------

Add in a description of the Fall 2014 411 event

Clovis 411 Weekly E-Mail Notification to Students

The CCCC Dean of Students and Department Chair of Counseling provide students with information on policies, processes, and procedures via a weekly mass e-mail (Clovis 411) to all students attending our campus.

First Week of Class Presentations

In an effort to connect with students during the first two weeks of the Spring 2014 semester, counselors conducted brief in-class presentations. Counselors sent an e-mail to all faculty in November 2013, offering the presentation as an option for both day and evening classes. Several faculty responded and counselors provided presentations throughout the second week of the spring semester to 38 classes. The presentation included critical information for all students attending CCCC. Counselors informed students of the upcoming deadline to obtain their Student Educational Plans and urged them to schedule an appointment to meet with a counselor. The presentation also included information on important deadlines such as the last day to add and drop a class. Counselors also discussed student support programs and getting involved on campus. Students had the opportunity to ask the counselor questions. The presentations provided the face-to-face connections with student services that will benefit students attending CCCC.

Counselor to Class Presentations

Since Fall 2012, the Counseling Department at CCCC has offered Counselor-to-Class workshops. Each semester, the Counseling Department distributes the information to all faculty, providing an option for instructors who may need to cancel a class due to attendance at meetings, conferences, or illness. Although counselors primarily conduct the workshops as an alternative to cancelling class, many instructors are present for class and request the workshops based on the needs of their students. The workshops vary in subject from career information to transfer requirements. Each workshop includes interactive activities. Counselors encourage all students to follow up individually with a counselor to obtain a Student Education Plan.

Counselors Chronicles

In Fall 2013, the Counseling Department began distributing the *Counselor Chronicles*, a monthly newsletter providing important information for all students attending CCCC. Student support services faculty and staff utilize it as a form of communication in the on-going efforts to reach students, to inform them of critical deadlines and to encourage them to connect with academic counselors. *Counselor Chronicles* also includes information on campus support programs, student activities and transfer deadlines. The Counseling Department distributes the newsletter throughout campus and posts it on the website.

Registration Express

CCCC counselors participate in the Registration Express events at the end of each spring term. Registration express allows for students who were not able to attend the Registration to Go

events at their local high school. CCCC counselors invite these students to attend the Registration Express event at any of the SCCCDC campuses.

Express Counseling

During Fall 2013, the Counseling Department set up Express Counseling for students during November. The purpose is to quickly and efficiently serve as many students as possible during peak registration times when the demand for services is great.

To that end, the counseling department sent students who utilized this service an e-mail shortly after the event and asked about the services they received.

The following reports their responses:

- 78 students replied to the email (4.2 percent). The small response rate remains a concern and future administrations will address it by sending the e-mail request the day after students received the service. The survey did not request demographic data.
- 70 (89.7 percent) students indicated they used the service to take care of their academic questions and the following report will reflect their responses only. Sixty students (85.7 percent) commented that their academic questions were answered. In terms of strengths of the service, the most cited was “questions answered quickly” with 72.8 percent followed by “Counselors were knowledgeable about programs and services” (65.7 percent), “resources were available and/or provided” (54.3 percent), “shorter wait time” (51.4 percent), “Counselors more accessible at express table” (48.6 percent), and “referrals to appropriate services helpful” (37.1 percent).
- When asked if they would utilize the service again, 59 students (84.3 percent) indicated they would.
- The open comments were mostly positive with 25 percent indicating they had an excellent experience and would not change anything and 41 percent saying that there should be more counselors so the wait time would decrease. A couple also indicated that the time with the counselors could be longer and that some felt that there was not enough privacy. Two of the 32 comments indicated that the student was not satisfied at all and that the counselors could have spent more time with the students.

During Spring 2014, the Counseling Department set up Express Counseling for students during January. The Institutional Researcher sent the 405 students who utilized this service an e-mail shortly thereafter and asked about the services they received. The following reports their responses:

- Twenty three students answered the email (5.7 percent). No demographic data was requested. Given this small sample, it is recommended that these surveys be given in person with a collection taken daily.
- All of the students indicated they learned how to use the service to take care of their academic questions and 22 (95.6 percent) commented that their academic questions were answered. In terms of strengths of the service, the most cited was “questions answered quickly” with 82.6 percent followed by “shorter wait time” (78.2 percent), “Counselors were knowledgeable about programs and services” (65.2 percent), “resources were available and/or provided” (52.2 percent), “Counselors more accessible at express table” (43.5 percent), and “referrals to appropriate services helpful” (47.8 percent).

- Thirty-six referrals were made including 15 to Admissions, five for Counseling Workshops, two to Health Services, and two to Financial Aid.
- When asked if they would utilize the service again, 20 (87.1 percent) indicated they would.
- The biggest complaint was that there were not enough counselors and people felt rushed after having to wait. Otherwise, comments were specific to situations.

Due to the feedback the Counseling Department received in both Fall 2013 and Spring 2014 and with the increase in staffing, the Counseling Department agreed to provide drop-in counseling in the office in place of express counseling services.

Extreme Registration

In an effort to provide access to students prior to the beginning of the semester, CCCC offered an extreme registration service on January 4, 2014 from 9:00-2:00. According to SARS records, the CCCC Counseling Department served 111 students. Of the 111 students, 57 students completed the extreme registration survey. Counseling faculty collected the following data:

- 51 students indicated “No” that they have not attended a previous extreme registration event while 6 indicated “Yes”
- The majority of the students (44) chose this college because of the location, of which 26 chose it because it was affordable
- 35 out of the 57 registered for courses; 16 did not; and five did not respond to this question
- Students marked which services they utilized during extreme registration: 22 indicated counseling, 28 indicated registration, and 12 indicated fee payment
- When asked how satisfied they were with the extreme registration services, 23 were very satisfied, 21 satisfied, and five were neither satisfied nor unsatisfied

The Counseling Department also offered Extreme Registration services in preparation for Fall 2014 on July 24th, 25th, and 26th, 2014. The Counseling Department provided students with assessment services, academic counseling, financial aid, online orientation assistance, registration, and associated student government/student activities services. According to the data received by the district office, CCCC served a total of 245 students during this time period.

Financial Aid and Scholarships

A Financial Aid Manager, in conjunction with Reedley College, directs the CCCC financial aid functions. The Financial Aid Office processes applications for several types of financial aid and monitors federal, state, and local financial aid programs, including grants, loans, scholarships, and student work study opportunities. The CCCC’s Financial Aid Office aims to increase accessibility to higher education through assisting students in applying for and receiving federal, state, and local sources of financial aid. CCCC also offers multiple scholarship opportunities. Additionally, Reedley College offers a separate scholarship in conjunction with the State Center Community College Foundation. Student services faculty and staff strongly encourage students attending or planning to attend CCCC to apply for both CCCC’s and Reedley College’s scholarship programs.

The Financial Aid Office encourages students to apply for financial aid and for scholarships by sending emails to their school e-mail address, by posting messages on plasma screens located in

the lobbies of the school buildings, and by sending PowerPoint slides to faculty to display in their classrooms while students arrive in class. Reminders to apply are sent again before the Cal Grant deadlines in March and September. Once a student has completed a FAFSA (Free Application for Federal Student Aid) application, an e-mail is sent to each student advising them of any documentation the student must provide. The e-mail also advises the student if he or she has been awarded a Board of Governor's Fee Waiver (BOG). Students may also view missing financial aid documents on WebAdvisor. Once the student's file is complete, an e-mail is sent to the student's school email address advising him or her to go to WebAdvisor and view or print the Award Letter. The student is also advised to go to the school website to view information about financial aid disbursements and Satisfactory Academic Progress. A week prior to any financial aid disbursement, another e-mail is sent to the student advising him or her of the date and amount of the disbursement.

The SCCC district is currently researching the benefits to centralizing some financial aid functions, to include loading of ISIRs, packaging of awards, disbursement of financial funds and other back office functions, MIS reporting, state and federal reporting. If the district takes this direction, then staffing at the colleges will be focused on in-take and advising students with all back office functions processed at a central location for all campuses. If centralization does not occur, then additional financial aid staff will be allocated to CCCC for support functions needed for full college operation.

Health Services and Mental Health Services

CCCC funds Health Services entirely out of the student health fee, and services continue to grow and expand with the growth of the new campus. The health office is located in the Academic Center 2 (AC2) building and is staffed 5 days a week by one registered nurse (RN) with support from one part-time department secretary three days a week and one office assistant III one and a half days a week. The office is open Monday- Thursday from 8:30 a.m. to 3:30 p.m. and on Friday from 8:30 a.m. to 11:30 a.m. Services provided to students include nursing consultation for any health-related issue, first aid and emergency care, illness evaluation and referral, health promotion and outreach, tuberculosis (TB) skin testing, vision and hearing screening, blood pressure screening, blood glucose screening, height, weight, BMI, body fat and waist-height ratio screening, flu immunizations, coordination of the campus Automated External Defibrillator (AED) program, coordination of staff and student training regarding CPR, AED, Mental Health First Aid, and Suicide Prevention. The nurse is also responsible for the student insurance and student injury procedures, and coordination of claims for campus-related student injuries.

Health Services identifies the learning support needs of the general student population in regards to health issues in a variety of ways, the most extensive and comprehensive of which is through participation in the American College Health Association National College Health Survey (ACHA NCHA). CCCC first used ACHA NCHA in 2007 to assess student health needs, especially those that impacted student learning, in order to best prioritize health services activities to meet those needs. The survey is administered every three years in conjunction with a consortium of California Community College Health Services Programs. CCCC last administered the ACHA NCHA survey in Spring 2013.

Data results from the ACHA NCHA provide information on the top health issues that negatively impact academic achievement in CCCC students. Using this information, the college nurse

develops classroom presentations and informational brochures to increase student awareness of the importance of health and wellness in academic success and to provide students with specific information on how to prevent the health problems that they report as causing them negative academic impacts in the past year (i.e. causing them to receive a lower grade on an important exam or project, causing them to receive a lower grade in class, causing them to have to take an incomplete and/or drop a class). The nurse has been very active in providing classroom presentations to address these top health issues including stress, sleep difficulties, cold/flu, anxiety, and depression. The presentations have been well received with 91 to 97 percent of students indicating that they plan to change behavior to better support their health and academic success after hearing the presentations. Over 1,290 students heard one of the nurse's classroom presentations in the past academic year

Data results from the ACHA NCHA, as well as input from faculty and academic counselors, clarified the need for mental health services for students on campus. As a result, CCCC began to offer student mental health services in Fall 2012. The Psychological Services office is located in Academic Center 2 (AC2) building, room 117, adjacent to the Health Services office. The office is staffed by one full time Post Doc psychologist with support from the health office secretary and office assistant III. Services offered include individual and group psychotherapy, mental health student outreach, classroom presentations, crisis intervention, community resources, and staff/faculty consultation.

The college nurse led the formation of the CCCC Behavioral Intervention Team (BIT) in Spring 2013. The focus of BIT is to be both a crisis intervention team as well as a committee to develop proactive approaches to behavioral issues on campus, including:

- Obtaining BIT team member training as well as providing faculty and staff training on early identification of students who may require assistance and how to connect students with assistance Developing procedures for consistent, safe, and effective handling of actual or potential crises on campus
- Developing proactive intervention strategies for handling high volume and high risk issues on campus

The BIT team membership includes the campus nurse, campus police, Post Doc Psychologist, Dean of Students, instructional faculty, counseling faculty, DSPS counselor/coordinator, student activities coordinator, and classified staff member.

Honors Program

The Honors Program challenges students with a customized curriculum and reward their efforts through priority registration, scholarships, and opportunities to apply for a transfer admission guarantee (TAG) to a University of California campus. Students who have demonstrated exceptional academic achievement in high school or at CCCC may apply to CCCC's Honors Program. They begin a two-year sequence of classes and activities that prepare them for transfer to a four-year university. Second-year honors students are eligible to apply for a CCCC Honors scholarship. During Fall 2013, 104 students participated in the CCCC Honors Program and for Fall 2014, 115 students are participating in the CCCC Honors Program. Participation in seminar cohorts allows student to build camaraderie and enhance intellectual development. Annually, students prepare and present an Oxford-style debate to campus and community.

Linked Learning Pathway to Baccalaureate Grant (LLPB)

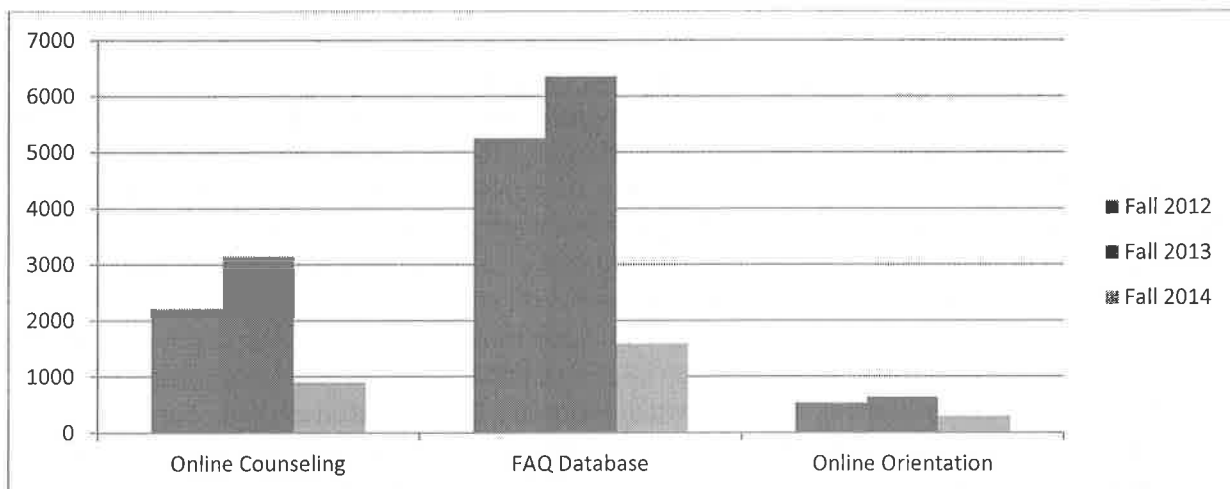
The California State University (CSU) Office of the Chancellor has awarded CCCC with the Linked Learning Pathways to Baccalaureate grant (LLPB). This grant focuses on Health Science majors and their pathway to a professional career in the medical field. The counselor assigned to the grant works with and advises high school students in the Clovis Unified School District (CUSD) as well as current CCCC students who are on the pathway to a Health Science/pre-professional degree. The focus is on ensuring students have a clearly defined articulated pathway that will result in appropriate preparation for further study in the health field and if possible an Associate Degree for Transfer. In addition, some students are guaranteed admission to the recently opened California Health Science University in Clovis, CA.

Online Student Services

The State Center Community College District, including CCCC, developed and implemented a variety of online educational services for students. Counselors at each campus and center in the district have collaboratively developed online educational service programs including Frequently Asked Questions (FAQs), Live Help (Online Academic Counseling), Online Probation Workshop, and Online Orientation.

District counselors are currently updating and revising the district-wide online orientation to reflect current information and to provide students with a two-part online orientation. The district will require students to complete three mandated components of the online orientation, including Getting Started, College Success, and Student Contact. The orientation gives students the option to review three additional components, including Academic Programs and Services, Student Services, and Campus Life.

All of these programs provide students with information with a district focus, regardless of where they take their classes. Also, these programs provide students and faculty with a variety of online student services to meet their needs on and off campus. CCCC continues to provide and improve the online educational services that are available to students. The data below shows the number of students who have utilized these services over the past three fall semesters.



Online Student Service	Date/Semester	Student Sessions
Online Counseling – Live Help		
July 1, 2012 – December 31, 2012	Fall 2012	2,228
July 1, 2013 – December 31, 2013	Fall 2013	3,151
July 1, 2014 – September 30, 2014	Fall 2014	898
FAQ Database		
July 1, 2012 – December 31, 2012	Fall 2012	5,253
July 1, 2013 – December 31, 2013	Fall 2013	6,356
July 1, 2014 – September 30, 2014	Fall 2014	1,585
Online Orientation		
July 1, 2012 – December 31, 2012	Fall 2012	533
July 1, 2013 – December 31, 2013	Fall 2013	635
July 1, 2014 – September 30, 2014	Fall 2014	293

Student support services faculty and staff have also developed Blackboard and Facebook sites to provide students with up-to-date information regarding the transfer process.

District health and psychological services programs offer all students within the district free access to an online health magazine called *Student Health 101*. The magazine offers information on health and mental health issues specific to the college student population and geared toward supporting student health, wellness, safety and success. The online resource also offers a self-help guide for students that list common illnesses and injuries, how to care for them at home, and when to seek medical attention. A multidisciplinary medical panel and a panel of college students review all *Student Health 101* materials to ensure that the information is accurate and applicable to the population. Links to the online magazine are on the websites under Health Services and Psychological Services and are also advertised to students via various informational e-mails as well as on campus via stall street journals, classroom presentations, brochures and handouts.

Student Activities - Associated Student Government (ASG)

Six elected officers and a body of student senators comprise the Associated Student Government (ASG). A constitution and by-laws govern the ASG, and Student Senate Advisors (ASG Advisors) guide them. Many of the elected officers are enrolled in Leadership Development (COUN 263) taught by an ASG Advisor. ASG holds a weekly general meeting in which elected ASG officers meet to discuss issues pertinent to student directed events and campus-wide committee reports. Student club representatives meet with an ASG representative weekly in a separate meeting to discuss events and issues. The Associated Student Government works in conjunction with the Student Activities Office to coordinate student directed extra-curricular activities at CCCC. ASG finances these activities primarily from the student body card sales, lottery funds, and fundraisers throughout the year. Some of the annual activities include Club Rush, Student Body Elections, Fall Harvest Festival, Kids Day newspaper sales (*Fresno Bee* newspaper sales to support Valley Children’s Hospital), and the Rocktoberfest event. There are various other activities held monthly through the academic year. Students are able to enjoy a

wide variety of clubs including scholastic, social, athletic, and honors groups. Information about the various clubs is readily available upon request from the Student Activities Office, or by accessing the Student Life page on www.cloviscenter.com.

Transfer Center Services

CCCC's transfer services provide a variety of resources and services to help students transfer to other colleges and universities for completion of their educational goals. These resources include major sheets, transfer counseling, articulation agreements, university/college representatives on campus, college catalogs, field trips, college social media tools, and transfer admission guarantees to several University of California campuses. CCCC counselors have developed a Blackboard site providing detailed transfer information for students. Counselors have also established a CCCC Transfer Center Facebook page, which they update weekly with pertinent transfer information. Counselors also provide students with transfer application workshops and individual assistance with the completion of their California State University (CSU) and/or University of California (UC) admissions application and their Transfer Admission Guarantee (TAG) application.

In an effort to comply with Senate Bill 1440, CCCC has also developed several Associate Degrees for Transfer (ADT), including Administration of Justice, Business Administration, Communication Studies, Early Childhood Education, English, History (Pending Approval), Journalism (Pending Approval), Kinesiology, Mathematics, Physics, Psychology, Sociology, and Studio Arts (Pending Approval).

Furthermore, CCCC has recently hired a part-time counselor to coordinate CCCC's articulation function and also ensure that all of CCCC's courses are CID approved.

TRIO

CCCC offers two TRIO programs that serve first generation, low income students, and/or students with disabilities: the Science, Technology, Engineering, and Math (STEM) program and the Student Support Services (SSS) program. The STEM Program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students towards the successful completion of their post-secondary education. In addition, the program mentors and assists students to successfully transfer to the University of California (UC) and California State University (CSU) into STEM majors. The SSS Program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students towards the successful completion of their post-secondary education. The U.S. Department of Education fully funds SSS/STEM grants.

Tutorial Services

The CCCC Tutorial Center provides students with one-on-one and small group tutoring in a variety of subjects in order to facilitate improved subject understanding; writing, reading, and study skills; and test preparation. Students may make appointments and seek services on a drop-in basis. In addition to free services, students may enroll in English 272: Assistance in College Writing, a half-unit lab-style class designed to help students become stronger writers and readers. Students may also take a learning style assessment and create a study plan with a tutor, or they may attend on-demand workshops about a variety of academic concepts and student success skills. Both faculty coordinators and peer tutors assist students, and through the collaboration

between the Tutorial Center coordinators and the Counseling Department, students can meet with an academic counselor in the Tutorial Center.

The results of the 2014 CCSSE survey confirm the administration, faculty, and staff's belief that tutorial services are essential for supporting student learning and success: 72 percent of students at CCCC consider "peer or other tutoring" to be "somewhat" or "very" important, and 72.8 percent consider "Skills labs (writing, math, etc.)" to be "somewhat" or "very" important. The Tutorial Center researches the efficacy of services by tracking students' and tutors' hours through the SARS Trak and Tutor Trac systems; the Institutional Researcher uses that data to analyze the correlation between students' use of tutorial services and student success, retention, and persistence rates. Furthermore, the Tutorial Center uses exit surveys to gauge students' perceptions and feedback about their experiences and to improve services.

Veterans

CCCC has designated counseling services to serve the needs of our veteran students. There is constant communication between CCCC and Reedley College's Veterans/Financial Aid Office. The official Veteran Benefit Certifier is located in the Financial Aid office at Reedley College. CCCC staff/faculty will add this function once the Center attains college status. CCCC academic counselors provide veterans with the necessary services to achieve their educational goals, including academic and personal counseling, developing veterans' student educational plan, providing appropriate veteran chapter application forms, and working as the liaison between CCCC and Reedley College. The Dean of Students also encourages counselors to attend local veteran trainings and workshops. As a result of the Reedley College Veterans Advisory Committee, Reedley College's website provides a link to all SCCC students with information regarding Veterans Benefits and Services.

Counselors are currently working closely with veteran resource agencies to bring more services on to campus. The CCCC Veteran Center has implemented a Mobile Veteran Bus unit that travels to college campuses and community agencies providing personal counseling and support for veterans. We continue to work with the Veteran Center to set up a schedule to provide these services to our students at CCCC on a consistent basis. In an effort to reach out to more veteran students and to provide information on the resources available to them, CCCC coordinated a Veteran Resource Day with representatives from Cal Vet (California Department of Veterans Affairs), State of California Department of Rehabilitation, Fresno County Veterans Service Office, and University of Phoenix. Additionally, the Student Center established a designated area for veterans in AC1-160. During the 2012 academic year, CCCC documented 145 veteran student contacts and 98 student contacts for fall 2013. As CCCC transitions to Clovis Community College, the Counseling Department plans to continue to provide veteran services and increase our support, both academically and personally, to veteran students.

One of the full-time academic counselors at CCCC currently provides veteran services. Veteran students have access to veteran counseling, veteran student educational planning, a veteran resource center, CCCC website resources, Fresno County's veteran resources, including the mobile bus unit that travels to the campus to provide personal counseling services. As CCCC become an independently accredited college, it will establish a veteran advisory committee and identify a veteran certifier.

In response to implementing the *8 Keys to Success* for veterans:

1. Create a culture of trust and connectedness across the campus community to promote well-being and success for veterans.

CCCC is bridging the trust and connectedness through a variety of resources including the Veterans Club, Veterans Resource Center, and our Veterans Counselor. These resources provide veterans opportunities to engage with our veterans as well as learn more about the resources that are available to them. In addition, to learn more about veterans' services and how to best accommodate our veterans, representatives from CCCC have attended professional development workshops

2. Ensure consistent and sustained support from campus leadership.

Leadership at CCCC ensures that veterans have the best resources available as a result of the trainings, workshops, and professional activities in which representatives from CCCC have participated. By having representatives attending summits such as the 2013 Veterans Summit, those representatives learn and share best practices about how to best serve those who have served our country.

3. Implement an early alert system to ensure all veterans receive academic, career, and financial advice before challenges become overwhelming.

Currently, CCCC employs an Early Alert Program that identifies and notifies students who have been flagged for Early Alert. Also, CCCC works closely with Reedley College in verifying Financial Aid information or other questions our campus may have regarding veterans benefits. The Veterans Counselor at CCCC sets aside designated times for our Veterans students to make appointments to discuss educational planning, declaring a major, updating their Student Education Plan (SEP), and career information. The Veterans Counselor also refers our veterans to the CCCC Veterans Club as well as the Veterans Resource Center located within the Student Activities Center.

4. Coordinate and centralize campus efforts for all veterans, together with the creation of a designated space (even if limited in size)

Veterans attending CCCC have a centralized place, the CCCC Veterans Resource Center, which offers a multitude of resources, contact information for veterans, as well as a computer and printer dedicated to their needs. The CCCC Veterans Resource Center debuted in 2012 and is located in AC1-160 within the Student Activities Center.

5. Collaborate with local communities and organizations, including government agencies, to align and coordinate various services for veterans.

CCCC regularly collaborates with outside veteran's agencies. During the fall 2013 semester, over twenty (20) outside veteran's agencies and organizations attended the Veteran's Fair on campus. On November 6th, 2013, the Department of Veterans Affairs, Disabled American Veterans, and a local Veteran's Employment Representative attended a mini-resource fair at CCCC. In addition, CCCC is currently working with the Employment Development Department to hold a Veteran's Workshop in June 2014 and a Veterans Job Preparation Academy in October 2014.

6. Utilize a uniform set of data tools to collect and track information on veterans, including demographics, retention, and degree completion.

Currently, the Institutional Researcher for CCCC collects data such as demographics, retention, and degree completion for our veterans that our Veterans Counselor and counseling faculty review.

7. Provide comprehensive professional development for faculty and staff on issues and challenges unique to veterans.

CCCC regularly sends employees to trainings that address issues related to veteran's concerns and issues. For example, representatives from CCCC have attended professional development opportunities such as the Welcome Home Training, "At Ease" Training, and the 2013 Veterans Summit. By having representatives attending summits such as the 2013 Veterans Summit, those representatives learn and share best practices about how to best serve those who have served our country. Additionally, the CCCC Veterans Counselor is currently the Region V Veterans representative.

8. Develop systems that ensure sustainability of effective practices for veterans.

By devoting resources and staff at CCCC, the Center has made a commitment to sustain effective practices for our veterans. CCCC has a dedicated a counselor and space (the Veterans Resource Center) to ensure our veterans receive the resources they need to achieve their educational goals. Internal practices such as the Early Alert Program also assist our Veterans Counselor to address areas of concern early and identifying strategies or campus resources to help. In addition, CCCC is dedicated to training our staff in effective best practices by having them attend a variety of trainings and workshops specifically aimed at helping our veterans.

Self-Evaluation

CCCC meets this standard. CCCC provides the appropriate support services for students that include various processes conducive to creating and enhancing a supportive learning environment. Through campus-wide discussion and planning with administration, instruction, and student services departments, CCCC provides a large array of comprehensive support services for students. In order to meet the diverse needs of its student population, CCCC student services staff have designed an open access policy to effectively matriculate students for a successful college experience. CCCC identifies student learning needs and provides appropriate programs and services that support student learning, student persistence, and promote student success.

The CCCC Student Success Plan guides students through the appropriate steps to ensure a successful transition into the college campus community. Key components to this process include assistance with the application process, assessment for English and math skills, counseling and advising, providing financial aid information, development of student education plans, academic monitoring, and follow-up.

The results of the CCCC 2013 Accreditation survey, which resulted in 103 faculty and staff responses, showed that 94 percent of the CCCC faculty and staff strongly agree and/or agree that they are satisfied with the Student Support Services department's efforts to address the needs of basic skills students. (Question #18)

Additionally, the Accreditation Survey showed that 70 percent of the faculty and staff who participated strongly agree and/or agree that the Early Alert referral categories on WebAdvisor provide sufficient options to assess the student performance concerns. Twenty percent (20.7 percent) had no opinion or felt that this did not apply. (Question #21)

The results of this survey also showed that 96 percent of the CCCC faculty and staff strongly agree and/or agree that the academic counseling services provided at CCCC are helpful to students' overall success. (Question #19)

Actionable Improvement Plans

Increase career counseling services and interest inventory.

- a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

Descriptive Summary

CCCC provides equitable access to all of its students regardless of service location or delivery method. The Center provides student support services throughout the day, during selective evening hours, and on Saturdays during peak registration periods. There are several delivery methods for students to access services which include face-to-face, online, and web-based media.

CCCC identifies educational support services for its students through extensive dialogue with all student services personnel and provides a variety of activities including outreach activities such as presentations to high school seniors, assistance with admissions applications, individual and group counseling, and financial aid presentations and workshops. Technology is at the forefront and plays a major role in providing access to information regarding CCCC to students via the website regardless of where students reside or which campus they attend. CCCC utilizes WebAdvisor as a means to provide online accessibility to students. The system can assist students in completing various processes that include but are not limited to enrolling for courses, reviewing academic transcripts, degree audit, adding or dropping courses, and/or updating student information. Additionally, the SCCCD utilizes the Datatel student information system to access student information and academic records across the district. Contact reporting screens allow for districtwide communication for student services personnel. We are currently utilizing the Scheduling and Reporting System (SARS) program to schedule student appointments that includes a tracking and reporting system. Other media for accessibility include online orientation, online counseling (Live Help), Frequently Asked Questions (FAQs) database, an online college application known as the California Community Colleges (CCC) Apply, online probation workshop, transfer and career services, veteran services, online counseling forms, an Early Alert system for students having difficulty in the classroom, and access to various online forms that assist students with college-related processes. The Counseling Department currently provides comprehensive face-to-face and interactive online counseling services for students. Financial aid also provides services in person and online. Examples include online Free Application for Federal Student Aid (FAFSA) application and utilizing WebAdvisor to inform

students of needed documents and award status. The CCCC website and Facebook pages provide students with a variety of online resources, announcements and tools to assist in the matriculation/student success and support program process. Many of these services have evaluation surveys that allow for student feedback and satisfaction ratings. The following includes details on each service that provide a means to equitable access of reliable and appropriate services for students regardless of location.

Admissions

Students have access to applying online for admissions though www.cloviscenter.com. Once they apply online, the district's centralized Admissions and Records sends students a confirmation of their application as well as their student identification number.

Orientation

As of Fall 2013, the district admissions policy requires that all new students complete the district-wide online orientation designed by the counseling team. The district campuses contracted with Cynosure to assist in the development of a new interactive online orientation. The purpose of the SCCC Online Orientation is to provide first-time college students with a comprehensive introduction to the district's policies, procedures, programs, and services.

The orientation is an interactive presentation that includes a Knowledge Gap Assessment Pre Survey; Getting Started, Academic Services, Student Services, College Success, Campus Life, and Student Conduct segments; embedded quiz questions (Checks on Learning); a Knowledge Gap Assessment Post Survey; and a student satisfaction survey.

Counselors and Cynosure representatives have recently revised the SCCC Online Orientation for Fall 2014 to update campus information, include Title 5 requirements for orientation, and divide the orientation into two parts. Part one includes the three mandated components: Getting Started, College Success, and Student Conduct. Part two includes the three optional components: Academic Services, Student Services, and Campus Life. Students will also receive a personalized e-mail confirmation upon completing the online orientation.

Assessment

The Center currently provides students with a reading, writing, and math placement assessment through Accuplacer. CCCC has implemented the Computerized Placement Test (CPT) for on-campus students and local high school students attending CCCC's feeder high schools. CCCC also ensures that the state Chancellor's office approves CCCC's assessments. Disabled Students Programs and Services (DSPS) provides test accommodations to students with verified disabilities for the college placement test. Some of the accommodations include extra time, enlarged font, and reader service. DSPS bases accommodations upon the limitations imposed by the disability.

Counseling

Live Help - Online academic counseling sessions provide synchronous academic assistance for students unable to come on campus for academic counseling services. This service is available throughout the district during designated days and times. At CCCC, Live Help is currently available on Wednesdays from 1:00-4:00 p.m. and Thursdays from 1:00-3:00 p.m. and 6:00-8:00

p.m., providing students with seven hours per week on online academic counseling services. All sessions are live and recorded. Each student evaluates the Live Help system on a five-point rating scale and also allows for the student to type in user comments. The data collected so far (both from user comments and on a five-point rating scale) indicate that students are very satisfied with the online services.

Frequently Asked Questions - The FAQ service is available 24 hours a day, seven days a week. Students can search the FAQ database for common questions and answers. The FAQ system has a rating system and evaluation component.

Counseling Forms – Counseling has a Blackboard site that provides counselors access to forms utilized when counseling students. This has proven to be effective for counselors who work at multiple campus sites. Blackboard allows for tracking the number of users who access the site.

The CCCC Counseling Department has developed Facebook pages, Blackboard organizations, a weekly e-mail called Clovis 411, and a new counselor newsletter called *Counselor Chronicles*. All these resources provide students with important updates and information regarding the college's policies and procedures in an electronic or online format, as well as in hard copy in the Counseling Department office.

Career Services

The Counseling Department has developed a Blackboard site that provides students with career information online. This site includes information on career planning, interest inventories, tips for interviewing, resume writing, and a variety of other links to guide students along their career path. Blackboard allows for tracking the number of users who access the site.

Student Education Plans

Currently, counselors are developing Student Educational Plans (SEPs) manually with the use of a Student Educational Planning Form. Counselors have recently developed a new form called the Abbreviated Student Educational Plan (SEPA). Counselors will use this form across the district to develop a one- to two-semester student educational plan. The district matriculation workgroup is working with counselors to establish a process to scan all SEPs and make them available on the Hershey document imaging system. Also, counselors are currently researching online student educational planning programs. It is the Counseling Department's goal to provide students with electronic access to their student education plan by implementing the new statewide system that Butte College is developing.

Financial Aid

Students can access a variety of financial aid forms online. Students can apply for financial aid via the FAFSA.gov website, sign their promissory notes for student loans online, renew their student loan online, and access a scholarship application electronically. Students can also go to mywebgrants.org to view and update their Cal Grant eligibility. At csac.ca.gov, they can apply for the Chaffee Grant for Foster Youth (an additional \$5,000 per year). Additionally, counselors provide students with an online workshop on how to complete the FAFSA on the Web. They can also apply for the Board of Governors Fee Waiver through www.cccapply.org or any of the district websites including www.cloviscenter.com.

Registration

Datatel is the student information system that SCCCD uses to track all student records. The Datatel system has a registration module, accessed by faculty and staff to register students in person and an online registration module (WebAdvisor) which students can access directly.

WebAdvisor provides online accessibility to students throughout the district and addresses various student needs. Services available through WebAdvisor include graduation applications, unofficial transcript review, adding/dropping classes, degree evaluation, searches for open/closed sections, identifying student identification number, updating address, registering for classes, financial aid status, academic standing, assessment/placement test results, and online payments.

Probation Workshop

The new and improved SCCCD Online Probation Workshop (OPW) was a collaborative effort of the district-wide probation team. Student services contracted with Cynosure to develop the OPW workshop in 2013. The purpose of the OPW is to provide students on Level 1 probation (academic or progress) with information about probation and tools to assist them in being successful in college and also clear them to register.

The OPW includes the following: an English or accessible version, the option to view the workshop as a student (sign on) or as a guest, selection of home campus in the district, Knowledge Gap Assessments (pre and post survey), embedded quiz questions, a student satisfaction survey, a confirmation e-mail to both student and counselor(s), and two parts: Probation Overview and College Success Tutorials.

First part of the workshop, the Probation Overview, includes the answers to common questions in five segments: What is probation? How did I end up on probation? What's GPA got to do with it? What services exist to help me? What can I do to help myself? The second part of the workshop, College Success Tutorials, include short presentations on active listening, note taking, and reading to answer questions.

Additional features include an interactive orientation and resources for all students; the ability to go back or move forward by clicking next; audio, video, and text narrative; links to detailed information; and a data collection and reporting tool.

The survey asked students about their levels of satisfaction with the various components of the workshop. In general, they were very positive, and in several cases, there were no neutral or negative notations.

The OPW is broken into two parts and for each of these parts, the survey then asked students to indicate the usefulness of each segment. In part one, all students found the all segments useful to some degree. No one indicated the segments as not at all useful.

SARS (Scheduling and Reporting System)

CCCC has implemented several of the components of the SARS (Scheduling and Reporting System) software, including SARS Call (a student phone messaging system), SARS Grid (an appointment scheduling and reporting system), SARS Alert (an early alert referral system), eSARS (an online student appointment system), and SARS Trak (a student self-serve check

in/check out system).

The Counseling Department is currently looking into the SARS Messaging product, an automated messaging system. It is used to send appointment reminders, announcements, registration notices, and other types of messages by creating automated batches of e-mails, text messages, or both, depending on the System License that the Center purchases. The e-mail option can send an unlimited number of e-mail messages. The text option can send up to 80 text messages per minute depending upon the hardware configuration.

Early Alert/SARS Alert

CCCC has implemented the SARS Alert system. The SARS Alert model identifies students who are having difficulty in the classroom. This online tool allows instructors and counselors to work together in assisting students and providing them with the appropriate intervention and services as needed. SARS Alert has a reporting tool to allow access to data on referred students through this process and to track their progress.

Health Services and Mental Health Services

Currently all online students are able to contact the nurse via e-mail in order to ask questions and/or obtain health information or referral for Mental Health Services as needed. In addition, health services has identified free on-line reputable college student health and mental health resources and linked them to the health and mental health web pages for easy student access. These websites provide advice, self-help information, and information on how students can obtain assistance from campus and community mental health resources. Health Services also offers all CCCC students a free subscription to an online student health magazine called *Student Health 101*. This online resource provides students with well-researched and medically-reviewed information on health topics specific to the college student population. The magazine includes a self-care guide that allows students to get accurate advice on how to care for various illnesses, injuries, and other conditions and includes information on when they should seek professional care.

Online Courses

CCCC provides students with a variety of online courses to meet their associate degree and/or transfer educational requirements. A list of online courses offered throughout the district is available on WebAdvisor. CCCC is also in the process of gaining access to the California Virtual Campus (CVC) website to add its online courses to the database. The CCCC Distance Education Technology Advisory Committee has discussed the development of an online resource plan for students enrolling in online courses. The plan would include current online resources available to students and tips for success as an online student.

Transfer Services

The Counseling Department has developed a Blackboard site that provides students with transfer information online. This site includes information on California State University (CSU), University of California (UC) and private university admissions, Transfer Admission Guarantees (TAGs), online admission application workshops, Transfer Associate Degree programs, and a variety of other links to guide students along their transfer path, including www.assist.org, UC Transfer Admission Planner (TAP), and SCCC Online Counseling services (Live Help). Blackboard allows for tracking the number of users who access the site.

Veterans Resources

The CCCC website has been updated to provide veterans with the resources necessary to begin the process to receive their benefits. The CCCC has developed a Veterans Forms page for counselors to provide students with the appropriate chapter packet to begin the process, which students and counselors can find at www.cloviscenter.com on Blackboard.

Web Site

The CCCC website provides students with a variety of online resources, announcements, and tools to assist in the matriculation and student success process at www.cloviscenter.com.

Self-Evaluation

CCCC meets this standard. CCCC provides students with a variety of online student services to meet their needs on and off campus. Regardless of location, students have access to student support services.

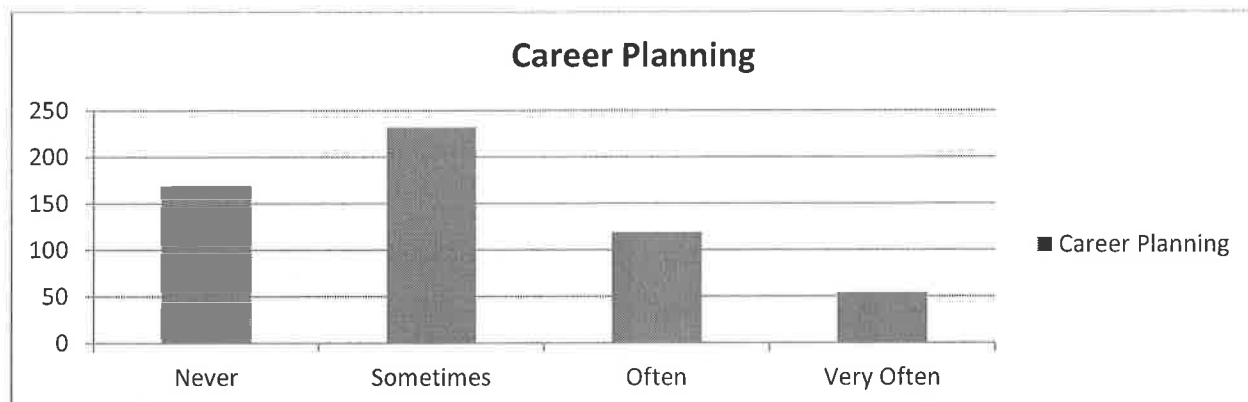
The results of the CCCC 2013 Accreditation Survey showed that 96 percent of CCCC faculty and staff strongly agree and/or agree that student support services at the Center assure equitable access to all students by providing appropriate, comprehensive, and reliable services. (Question #23)

Additionally, the survey results showed that 91 percent of the faculty and staff indicated strongly agree and/or agree that faculty and staff inform students of the services and resources available to in the Student Services Department. (Question #22)

There is a wide body of evidence among the four-year institutions that confirm the connection between student engagement and student success. According to the Center for Community College Student Engagement, learning, persistence, and attainment in college are associated with college faculty and staff, other students, and with the subject matter they are studying. Specifically focusing on community colleges, the Center has been collecting and analyzing this relationship of engagement using the Community College Survey of Student Engagement (CCSSE) for over ten years and has facilitated its administration to nearly 900 community colleges and two million students. Using five benchmark factors, the participating schools are able to gather information with respect to what they are doing well and where gaps might be for themselves as well as comparable institutions. Questions are specifically aligned to the WASC Accreditation Standards and to date 34 California community colleges are engaging with the CCSSE. Clovis Community College Center, along with the State Center Community College District, is committed to administering the CCSSE every other year (with CCCC's first administration in 2012).

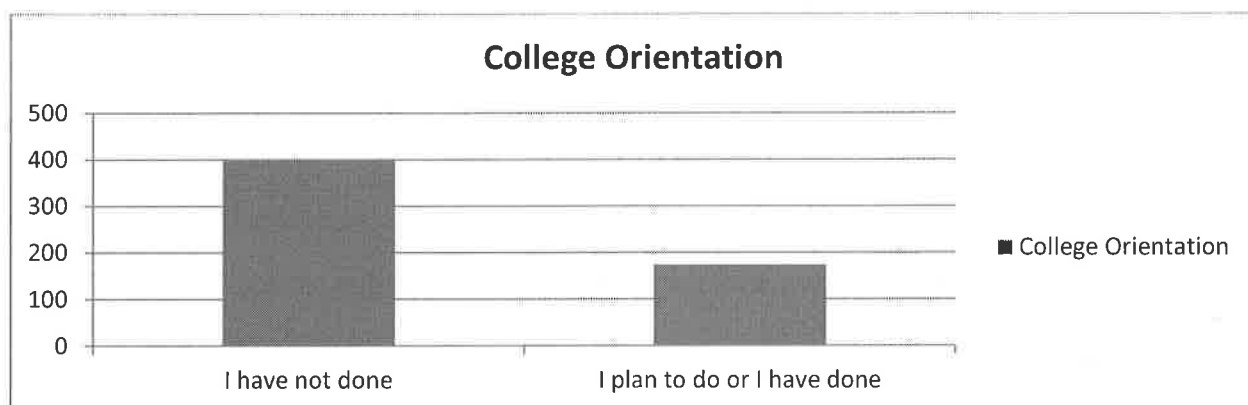
The following items from the CCSSE provide data on CCCC students and their response to the questions on the survey:

Item #4: In your experiences at this college during the current school year, about how often have you done each of the following? (4m. Talked about career plans with an instructor or advisor)



Never = 169 (29.2 percent), Sometimes = 237 (40.8 percent), Often = 119 (20.6 percent), and Very Often = 54 (9.3 percent) (Sample size = 579)

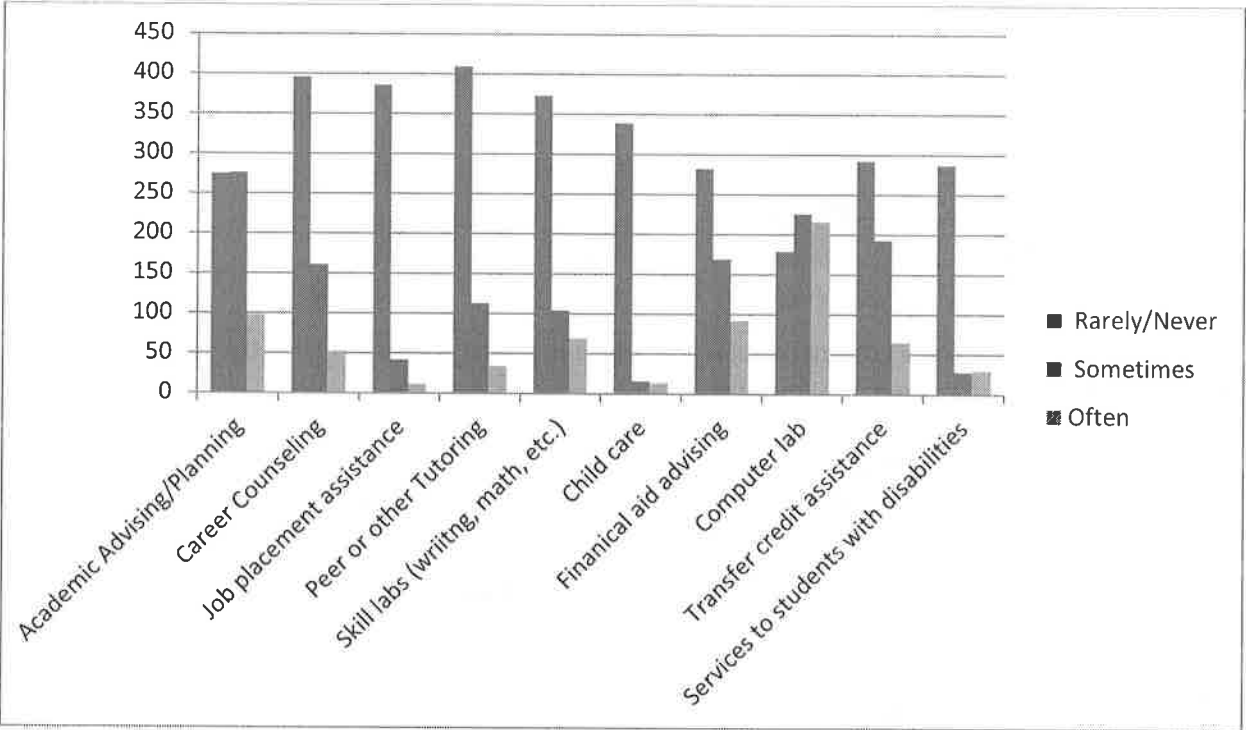
Item #8: Which of the following have you done, are you doing, or do you plan to do while attending this college? (8h. College orientation program or course)



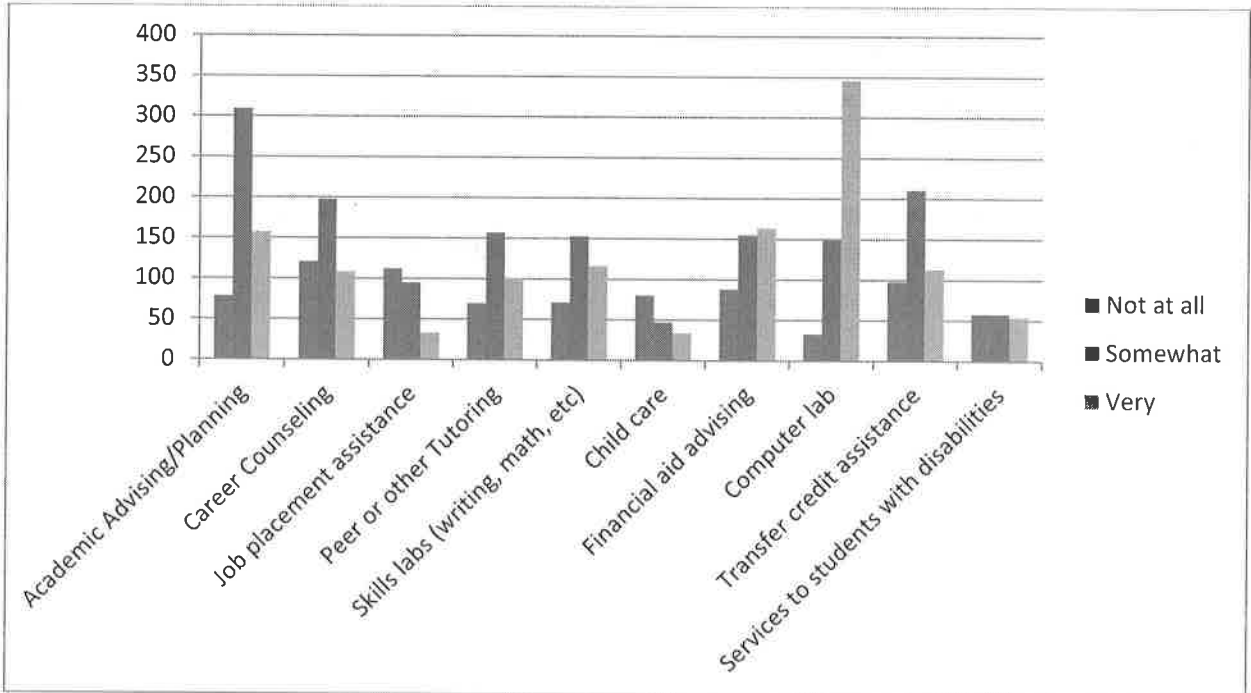
I have not done nor plan to do = 398 (69.6 percent), I plan to do/I have done = 174 (30.4 percent) (Sample size = 572)

As of Fall 2013, college orientation is mandatory for new students. At the time of this survey, new students were not required to satisfy the college orientation requirement.

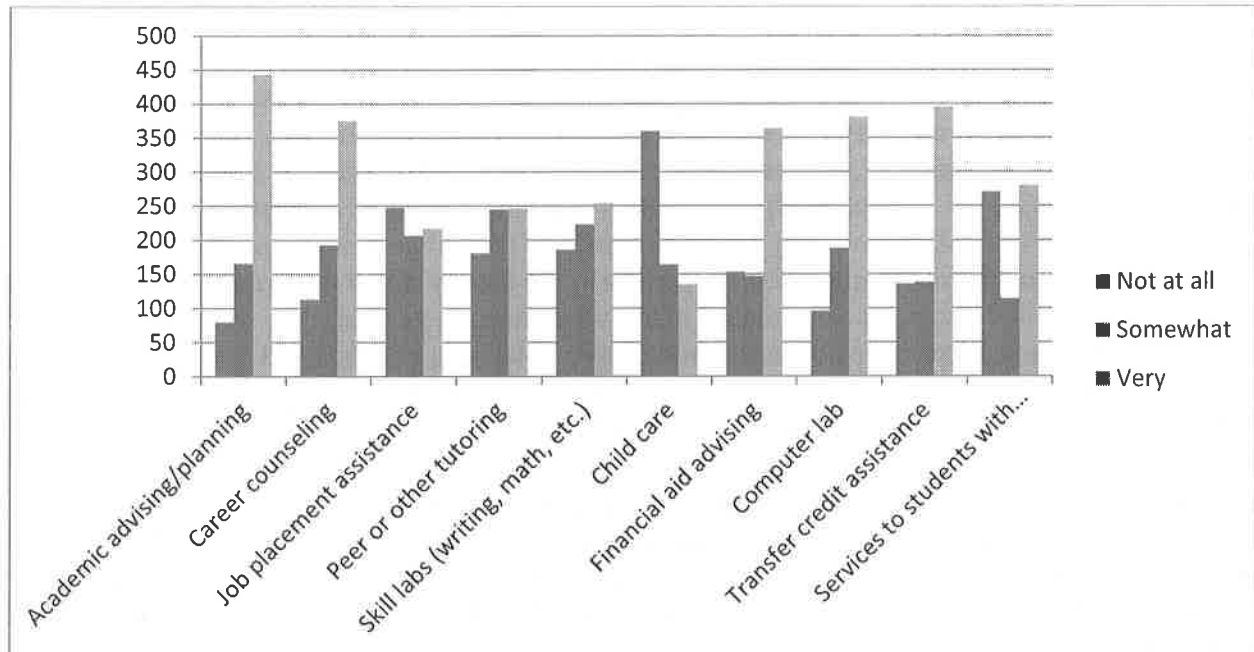
Item #13.1: How often do you use the following services at this college?



Item #13.2: How satisfied are you with the following services at this college?



Item #13.3: How important are the following services to you at this college?



Student Satisfaction Survey(s)

CCCC has developed and implemented online educational services. Counselors at each campus and center in the district have collaboratively developed three online educational services: Frequently Asked Questions (FAQs), Live Help, and Online Orientation. All three programs provide students with information with a district focus, regardless of where they take their classes. Additionally, the online student services team worked collaboratively in the development of a district online probation workshop.

Live Help Satisfaction Data

In reviewing the data from January 1, 2012 to January 29, 2014, the Google analytics report shows that the Live Help program has had 7,579 visits across the district. Over the last 120 days, the Live Help Sessions have averaged a four-star rating based on a five-star scale. Also, students provided several user comments in support of the Live Help Online Counseling sessions. Here are some of these comments:

- “Very convenient, and quick responses”
- “Awesome feature, quick and easy, had my questions answered in less than 5 minutes without driving or waiting in line”
- “Very great and useful”
- “Makes things much easier will definitely use this again”
- “Every time I contact a counselor online they are so helpful and answer all my questions. Thanks.”
- “I thought it was great. It’s easy and helpful!”
- “I was just glad to talk to someone without waiting 2 hours in the counseling office. Thanks for the convenience!”

Probation Satisfaction Data

The new and improved OPW debuted in October 2013. At the completion of the workshop, students complete a short survey as to its effectiveness. The following reflects early responses. There were 77 students who completed the OPW during the initial two weeks. The students were predominantly from Fresno City College (76.6 percent), followed by Reedley College (9.1 percent), the Madera Center (7.8 percent), and CCCC (6.5 percent). Students were generally 24 years old or younger (71.1 percent), Hispanic (47.4 percent), female (57.1 percent), and full time (44.7 percent). When asked how long it took to complete the online workshop, most students answered between 30 and 90 minutes (65.8 percent). The survey asked students about their levels of satisfaction with the various components of the workshop. In general, they were very positive, and in several cases, there were no neutral or negative notations. For the 2013-2014 academic year, a survey was administered to all (1,695) students who completed the online probation workshop. Again the students were predominately from FCC (68.1 percent), followed by RC (13.8 percent), CCCC (10.6 percent), MC (6.8 percent), and OC (0.7 percent). Students were generally 24 years old or younger (79.0 percent), Hispanic (50.4 percent), female (51.2 percent), and full time (52.8 percent). When asked how long it took to complete the online workshop, most students answered between 31 and 90 minutes (68.8 percent). When asked about their levels of satisfaction with the various components of the workshop, in general, the responses were very positive.

The OPW is broken into two parts, and for each of these parts in both of the surveys (October 2013 and 2013 2014), the survey asked students to indicate the usefulness of each segment. In the first part, students found the all segments useful to some degree. No one indicated the segments as not at all useful. In the second part, students expressed some disagreement about the segments' usefulness, but, in general, they found the topics useful.

Students could comment on the workshop, and there were 20 open-ended responses. Most were just general thanks and praise of the usefulness of the workshop. Several students said they would not change anything and that the information was helpful. There were also a few comments about the timer. Primary comments about the timer indicated it was too long to wait between segments and that it was frustrating (four times). One comment suggested that instead of having to "start over" if they missed a question, that the student be re-directed to the previous information so they may revisit and answer again.

Financial Aid Student Satisfaction Survey

Reedley College's Financial Aid Office conducted a computerized student survey to collect student opinions about various financial aid issues. Overall, the responses were positive about the quality of service received. The survey did not ask the location of the Financial Aid Office that the student contacted, so the results were not as valuable to individual campuses as they could have been. On our next survey, the Institutional Researcher will list the Financial Aid Offices and have students identify the location(s) where they have sought help. This will assist CCCC's Financial Aid Office in responding to any identified problems. Also, in the next survey, the Institutional Researcher intends to ask students to volunteer their student IDs. Then we could use this information to track these students over time to assess long term student learning outcomes.

Student Health Needs Assessment

The Health Services Program supports the mission of the college by utilizing a comprehensive, well-documented, national student health survey tool in order to regularly assess student health needs. Health Services staff use results from the survey to prioritize health services activities in order to address the top health issues that directly impact student academic success. Health Services incorporates issues prioritized for improvement efforts into Program Review and measures them using student learning outcomes.

In Spring 2010 and Spring 2013, CCCC was one of 14 California Community College Consortium members to participate in the American College Health Association National College Health Assessment Survey (ACHA NCHA). This survey effort included five supplemental survey questions specific to California community colleges which included student awareness of the campus student health center. This combined effort became the largest study of the health status of community college students ever completed in the USA. This combined California Community Colleges health data allow specific campuses to compare results against aggregated data to better assess the unique health needs of their students.

Department survey results as well as the campus-wide student satisfaction survey results show high student satisfaction with Health Services and Mental Health Services. Health Services department surveys have been revised each year in order to capture more useful data for improvement efforts; however, satisfaction results remain very high. Students did make suggestions for expanding specific services which current lack of space does not allow; however, ties with community Family PACT providers is being established for more efficient referrals for these types of services. Survey results indicate strong agreement that services received in the health office support students in achieving academic goals. Results indicate that many students are not aware of health services on campus and the nurse is addressing this issue through aggressive outreach via participation in new student orientation activities, classroom presentations, and Clovis 411 e-mails to all students.

Below is data representing the average number of visits to Health Services and Mental Health Services for both the 2012-2013 and 2013-2014 academic years.

Clinical Visits by Month														
Health Services														
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total	Av. # Visits per Client
2013-2014	0	175	201	333	57	22	185	226	88	48	43	28	1406	1.87
2012-2013	31	188	166	103	58	27	139	115	63	29	25	0	944	2.81
Mental Health Services														
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total	Av. # Visits per Client
2013-2014	0	10	32	54	53	21	18	42	53	49	32	11	375	5.07
2012-2013	0	0	0	0	0	0	0	0	0	0	0	0	0	NA

Actionable Improvement Plans

Develop of an online resource plan for students enrolling in online courses. The plan would include current online resources available to students and tips for success as an online student.

Work collaboratively with the statewide initiative to develop an online student educational planning tool.

- b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

Descriptive Summary

In an effort to provide additional information on specific programs and services that contribute to the CCCC positive learning environment, this section provides details on the following programs: Associated Student Government, learning communities, Student Activities, student clubs, transfer activities, Honors Program, and Tutorial Center activities and publications.

Associated Student Government

The Associated Student Government (ASG) at CCCC provides representation for the student population. The ASG Senate and Executive Board, comprised of members elected by the student body, is responsible for serving on campus-wide committees, representing the student population in the shared governance of developing college policies, and managing the ASG budget. The ASG sponsors a variety of programs and events for students, which include multi-cultural events (performances, speaker forums, and films) and personal awareness activities (depression and STD awareness). A schedule of activities is accessible at www.cloviscenter.com. Also, in order to promote student leadership, the Counseling Department offers a course, Counseling 263: Leadership and Development. The Counseling Department has also collaborated with ASG to promote the Student Educational Planning (SEP) Campaign. The Associated Student Government also participates in shared governance and student advocacy at the state level. On May 9th, 2014, CCCC hosted a regional meeting of the Student Senate for California Community Colleges. Likewise, Governor Brown appointed CCCC's 2014-2015 Associated Student Government President Colin Van Loon to the California Community College's Board of Governors as the student representative. He currently serves in that position and participates in all Board of Governors meetings and retreats.

Learning Communities

Learning communities, two or more classes linked together by a common theme or purpose, allow students to build connections through the curricula. Participation in learning communities allows students to build camaraderie, increase their involvement in campus activities, and enhance intellectual development.

CCCC has implemented learning communities to provide students with linked curriculum. For Spring 2015, the district has adopted a new section numbering system for learning communities to help identify which courses are tied to a learning community. The following are some examples of what CCCC has offered students:

- A learning community linking English 125 (College Writing) and Information Systems 15 (Computer Concepts) emphasizing writing and technology in the workplace. A similar learning community included a 9-week English 252 (Writing Improvement), a second 9-week English 125 (College Writing Skills), and linked to a full semester Information Systems 15 (Computer Concepts) course.
- The psychology and English departments developed a learning community linking Psychology 16 (Abnormal Psychology), English 126 (Reading Skills for College), and English 125 (Writing Skills for College). In English 126, students read memoirs that have mental disorders as subject matter (e.g., *The Glass Castle* by Jeannette Walls). The psychology component analyzed the symptoms, criteria, and risk factors of the disorders, as described in the memoirs, as well as those presented in a standard abnormal psychology textbook. English 125 focused on writing personal narrative and analyzing rhetorical strategies using memoirs as examples. Students also researched and wrote about topics related to mental health.

Student Activities

Student Activities sponsors multicultural activities such as Hispanic Heritage Month, African American History Month, Asian-Pacific Islander Month, Native American, and Women's History Month in a variety of formats such as cultural performances, speaker forums, and films. Associated Student Government (ASG) student clubs are open to all students providing social, intellectual, cultural, and service experiences. An active list of clubs is available in the Student Activities Office. Various academic programs also promote student involvement in the community and an awareness of public issues:

- The criminology professor and career technical education counselor sought to improve awareness and law enforcement/public relations by organizing a criminology fair during the Spring 2013 semester; they continue to put on the fair every spring semester.
- The librarian organized Banned Book readings to highlight censorship.
- The music and art departments offer public performances and exhibits.
- ASG holds an event to give students the opportunity to register to vote during election years; voter registration cards are available in the ASG office year round.

Student Activities conducts many activities that contribute specifically to the development of a student's civic responsibility throughout the year as well as those that contribute specifically to the development of a student's intellectual, aesthetic, and personal development. For example, ASG holds an event during election years to promote voter registration; voter registration forms are available at all times in the ASG office, Admissions and Records, and as a link on the online application.

Student Clubs

Student involvement in clubs provides a means for students to gain leadership skills, offers opportunities for personal development, and enriches their college lives through social, intellectual, cultural, and service experiences. Student clubs include service organizations, religious affiliations, professional interests, athletics, and other special interest clubs.

At the CCCC, the following clubs are active: Alpha Gamma Sigma, Associated Student Government (ASG), Carpe Diem Club, Collegiate Entrepreneurial Organization (CEO Club), Gay-Straight Alliance, Latter-day Saints Student Association (LDSSA), Pre Professional Health, Planeteers Club, and Science Club.

Several of these clubs have participated in activities that encourage personal and civic responsibility. Some examples include:

- The ASG routinely volunteers for Children's Hospital of Central California's Kid's Day Event. The ASG raises between \$700-\$1000 every year.
- Alpha Gamma Sigma (AGS), WICCC Honor's Society and Club) collects shoes, books and clothing for underprivileged children.
- The ASG participates in Toys for Tots every year.
- The Planeteers Club volunteers at several events in the community.
- The Planeteers Club also raised money to start a scholarship for \$200 that will benefit a CCCC student.

Transfer Activities

Transfer Services at CCCC provide students with the opportunity to participate in field trips to the various California State University (CSU), University of California (UC), and private four-year transfer institutions.

Honors Program

The Center designs the Honors Program to motivate new and continuing students to excel in an intellectually stimulating environment. Specialized honors courses and scholarships ensure these students have the preparation and needed courses/requirements to transfer to a four-year school.

Tutorial Center Activities and Publications

In addition to providing tutorial services, the Tutorial Center promotes personal and civic responsibility and intellectual, aesthetic, and personal development. Peer tutors encourage students to take an active role in the learning process and provide tools, such as the learning styles assessment, for students to accept responsibility for their own learning. The tutors themselves, who the Tutorial Center coordinators recruit via recommendations from faculty, staff, and counselors, learn and grow in the process of helping other students.

Tutors also participate in the publication of the *Write Now* newsletter, a monthly publication that they write, and *The Review*, an annual journal of student art and writing. In the *Write Now*, tutors promote tutorial services and writing and study strategies. Tutors work with the Art Department and English Department to publish *The Review*; in particular, they assist with soliciting and selecting submissions for publication. *The Review* regularly features exceptional student writing from all course levels and represents a variety of ethnicities and ages. Student publications like the *Write Now* and *The Review* allow students to establish and maintain an atmosphere of free and responsible discussion and exploration. Through involvement in the production of student publications, students enhance their writing skills, as well as receive instruction in journalism, publishing experience, and a creative outlet.

Services/Programs and Activities

CCCC encourages and supports personal and civic responsibility, as well as promotes opportunities for intellectual, aesthetic, and personal development through a variety of programs, services, and activities. In addition to the programs and services mentioned above, the following programs and services also contribute to the college's positive learning environment: Career Advancement Academy (CAA), Career Planning and Job Opportunities, Child Development Career-WORKs (CalWORKs), Child Development Center, Counseling Services—Instruction (Student Leadership and Career Awareness), Disabled Student Programs and Services (DSPS), TRIO—Science, Technology, Engineering, and Math (STEM) and Student Support Services (SSS), Educational Enrichment (CCCAP—Community College Center Advantage Program), Financial Aid and Scholarships, Health Services, Mental Health Services, Multicultural Advisory Committee, Online Student Services, Retention Programs (Early Alert, Probation Workshops), and Veteran Services.

Self-Evaluation

CCCC meets this standard. CCCC endorses the many on-site programs and activities available to students that promote personal and civic responsibility as well as intellectual, aesthetic, and personal development. There are several campus committees that contribute to the dialogue to promote student involvement and encourage a positive learning environment. The Student Activities Coordinator is actively involved in discussions with all constituent groups relative to student development and participation. The Associated Student Body (ASB), through shared governance, allows for student input toward program planning and activities. In addition to student involvement, CCCC has established committees to focus on campus safety and maintenance of grounds and facilities. Also, the CCCC has established several committees, some of which include Environmental Health and Safety Committee, Facilities Committee, Student Success Committee, Enrollment Management Committee, Literary Art Journal Committee, Scholarship Committee, Speakers Forum, and College Center Council.

CCCC continues to upgrade the facilities to meet students' needs and enhance the learning environment. CCCC's Academic Center 2 opened in Fall 2010 providing students with state-of-the-art facilities that include a comprehensive student services center, computer labs, fitness lab/classroom, science laboratories, green house, and library.

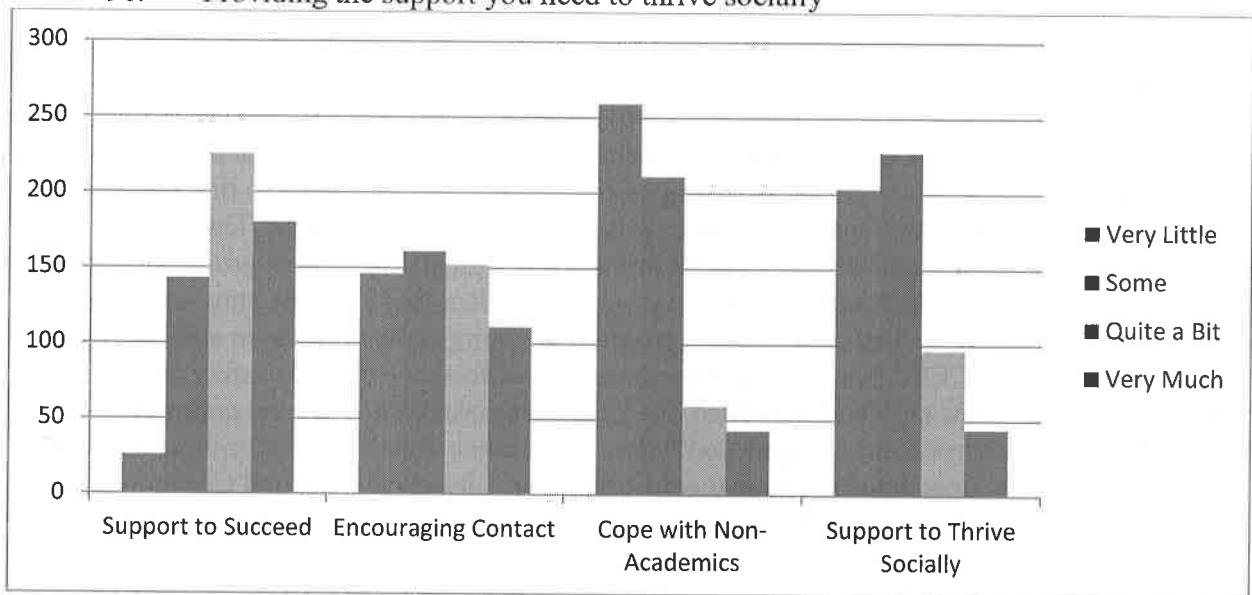
In addition to the academic and social climate, maintenance staff cultivate the CCCC grounds and facilities to provide students with an aesthetically pleasing learning environment. The grounds crew and maintenance departments keep the grounds and facilities in good, clean condition. The Center provides students with a safe learning environment, essential for productive learning.

All programs and services have developed student learning outcomes to assess if they are meeting student needs. Measurements to assess program effectiveness are an integral part of the SLO process. As they collect data, programs or services will modify and make improvements to address student needs.

The results of the CCCC Accreditation Survey in 2013 showed that 97 percent of the CCCC faculty and staff strongly agree and/or agree that the student activities office is effective in organizing activities that promote awareness of the different cultural backgrounds of our student population. (Question #20)

The following items from the CCSSE provide data on CCCC students and their response to the questions on the survey:

- Item #9: How much does this college emphasize each of the following?
 - 9b: Providing the support you need to help you succeed at this college
 - 9c: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
 - 9d: Helping you cope with your non-academic responsibilities (work, family, etc.)
 - 9e: Providing the support you need to thrive socially

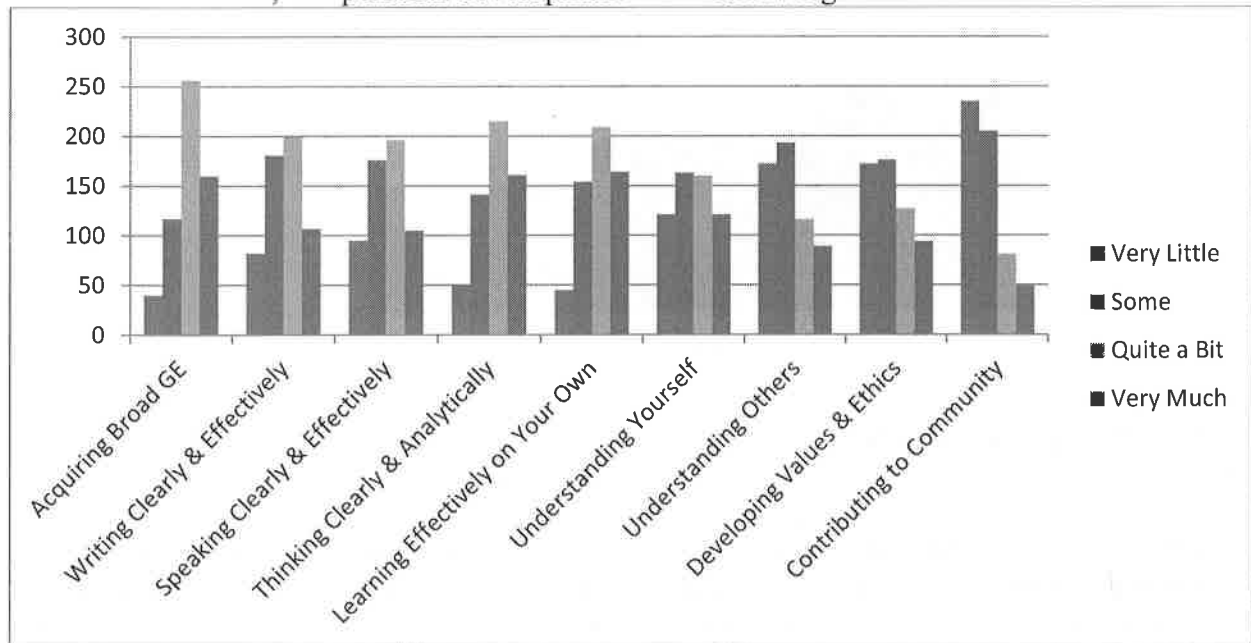


- Item #10: About how many hours do you spend in a typical seven-day week doing each of the following: (c): Participating in college-sponsored activities (organizations, campus publications, student government, Inter-collegiate or intramural sports, etc.)

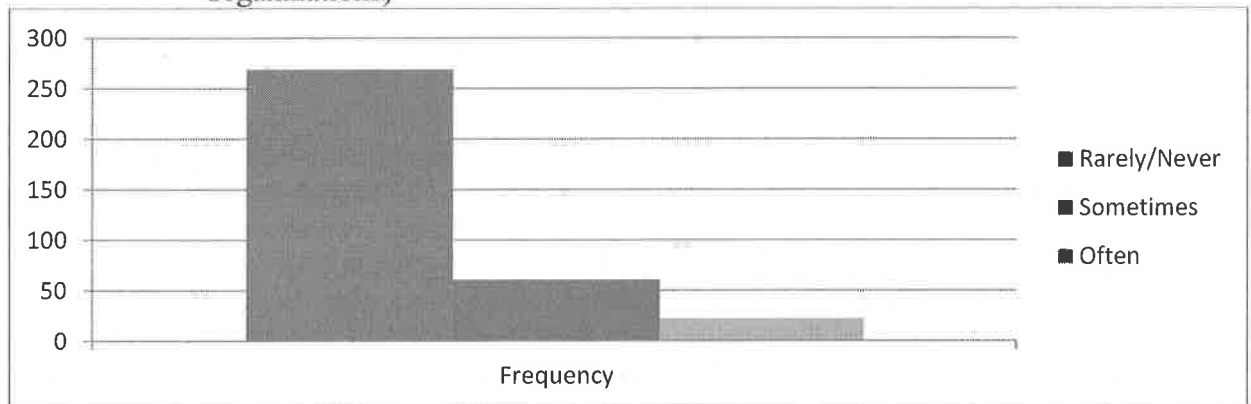
Participation in College-Sponsored Activities



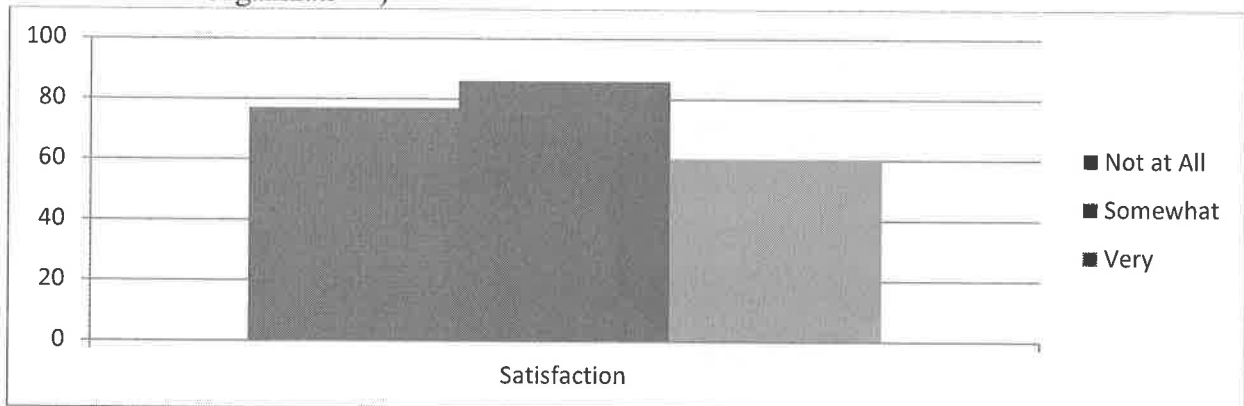
Item #12: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas:



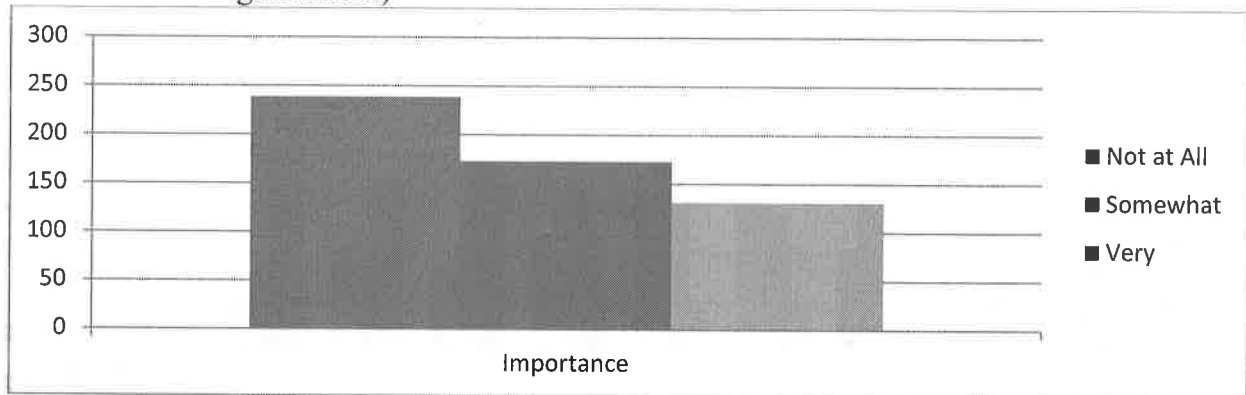
Item #13.1: How often do you use the following services at this college? (13.1i: Student Organizations)



Item #13.2: How satisfied are you with the following services at this college? (13.2i: Student Organizations)



Item #13.3: How important are the following services to you at this college? (13.3i: Student Organizations)



Actionable Improvement Plans

None

- c. **The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

Descriptive Summary

CCCC develops and implements counseling and academic advising to ensure student success. It is a priority to support each student in achieving a goal, whether it is to transfer, to earn a certificate, license, or credential, to earn an associate degree, or to seek enrichment.

The Counseling Department provides comprehensive counseling services, both in person and online, to assist students with achieving their educational goals. Counselors are available for academic, career, and personal counseling for the general population as well as special and categorically funded programs. Some of these special programs include Veterans, Transfer, Honors, Educational Enrichment, Community College Center Advantage Programs (CCCAP), California Work Opportunity and Responsibility to Kids (CalWORKs), Disabled Students Programs and Services (DSPS), Science, Technology, Engineering, and Math (STEM), Student Support Services (SSS), and personal counseling services. Counselors help promote student

development and success by providing programs and services that focus on student needs. Counselors assist students with program planning through the development of Student Education Plans (SEP) that list coursework required for specific programs of study that include associate degrees, certificates, and/or transfer to four-year universities.

Student support services faculty and staff have devoted considerable effort to the design, maintenance, and evaluation of counseling services. In the past, CCCC counselors have worked collaboratively with Reedley College in the development of a combined Program Review. As of Spring 2013, CCCC has developed its own Program Review Handbook, which outlines the process and guidelines for the program review process. Counselors have also participated and continue to participate in the development of the student learning outcomes (SLOs) for counseling services. The counseling department developed assessment strategies for the SLOs and use the results to make program improvements. Additionally, counselors play an active role in the development and implementation of the strategic plan. Counselors also may participate in activities that support professional growth such as California State University (CSU) and University of California (UC) Counselor conferences, Ensuring Transfer Success (ETS) conferences, SB 1440 (ADT) training/workshops, flex day activities, Transfer Admission Guarantees (TAGs) trainings, Student Learning Outcomes (SLOs), Datatel, online services, probation, and counseling meetings. Additionally, counselors participate on the Student Success Committee, Enrollment Management Committee, District-wide Enrollment Management Committee, SB 1456, and Matriculation Workgroup.

All counselors at CCCC meet the minimum qualifications for their positions: a master's degree in counseling or a related field. Peers, students, and administrators evaluate permanent, full-time, tenure track counselors every year for four years, and every three years thereafter. The process requires full-time tenure track counselors to provide a self-evaluation along with goals set to accomplish before the next evaluation. Peers, students, and administrators evaluate part-time counselors as outlined by the agreement between State Center Community College District (SCCCD) and the faculty union.

In addition to the standard evaluation procedure for counselors, counselors have utilized student satisfaction surveys across the counseling discipline to evaluate our services and determine how they can improve to better meet students' needs.

The tenure review evaluation process ensures that students have access to the most knowledgeable, talented, and student-oriented counseling faculty. All counselors must complete a four-year probationary period that provides sufficient time for counselors to understand the job expectations to earn tenure as a certificated counselor. During this process, counselors develop the skills and knowledge to effectively assist students in an educational setting. Counselors gain valuable experience that in turn contributes to student development and success. The tenure evaluation review process allows for professional development and growth and evaluates contract employees with defined performance expectations to continue their employment as counselors at CCCC.

Counselors utilize all available resources provided by the SCCC for professional growth. Counselors must demonstrate evidence of appropriate counseling techniques as designated by the

development and review of Student Educational Plans (SEP). Counselors must make effective use of counseling methods appropriate to student needs that include accurate interpretation of placement tests and career assessments. Counselors must record student contacts and maintain confidentiality of counseling information in accordance with district policies. Counselors must be aware of current developments and research in the counseling arena that can contribute to student development and success. Counselors must also be knowledgeable of changes in state legislation and be prepared to implement the new guidelines. Importantly, counselors must demonstrate effective communication skills and respect for all students through the development of a warm and accepting environment. Counselors must be familiar with technology and able to demonstrate computer proficiencies with educational software applications.

The counseling department also monitors and evaluates part-time counselors on a regular basis. Each part-time counselor has a full-time counselor as a mentor. Mentors provide part-time counselors with the appropriate training and resources to successfully support students. Training resources are available throughout the year, and the Counseling Department provides training sessions each semester for all counselors.

The overall intent of the evaluation process is to improve services provided by counseling for students' personal and academic success. Also, students participate in the evaluation process of counselors by completing student satisfaction surveys, allowing expression of their opinion on the services received.

Counseling faculty have developed student learning outcomes (SLOs) for all student service areas and counseling courses and have been involved in the development and implementation of SLOs since 2006. The Center has provided several SLO trainings and workshops to keep faculty involved and informed of the SLO process. Faculty have designed SLOs to identify outcomes in each program area and an assessment component to measure the effectiveness of services provided. The SLO process provides the counseling department with information on what students are learning from the counseling services. Once the department collects the data from the student surveys, the counseling department can make the necessary improvements to enhance student development and success. Implementing the SLO cycle is a continuous process and has been a learning experience. In Fall 2008, CCCC counselors worked collaboratively with the main campus, Reedley College, and its centers and began the process by identifying two areas: Early Alert and Assessment. In collaboration with Reedley College, CCCC counselors developed a SLO chart identifying all areas in counseling that would be included in the SLO process. With this new information and timeline, in Fall 2009 the SLO focus turned to students on probation and express counseling services. At this time, CCCC faculty have completed several cycles in which they created, implemented, and assessed SLOs. Below is a chart outlining the CCCC Counseling Department SLO current timeline:

1	determine assessment(s) define measurement(s)	2 assess	3 analyze data make recommendations	4 implement changes
---	--	----------	--	---------------------

Program Outcomes	FA 12	SP 13	FA 13	SP 14	FA14	SP 15	FA 15	SP 16	FA 16	SP 17
Academic Counseling: Students will be able to select appropriate courses in order to accomplish their educational goal	1, 2	3	4							
Express Academic Counseling: Students will get their quick academic answers through express counseling.			1, 2	3	4					
Transfer Services: Students will be able to identify the general requirements for transfer and the preparation for their major to the 4 year university.			1, 2	3	4					
Career Services: Students will be able to identify career exploration resources.					1, 2	3	4			
Assessment: Students will be made aware of their academic placement.					1, 2	3	4			
Honors: Students will be able to select appropriate Honors courses in order to accomplish their educational goal.							1, 2	3	4	
Early Alert: Students will be able to identify barriers to academic success and develop strategies to address them.							1, 2	3	4	
Online Probation: Students will be able to define the types and levels of probation, understand the consequences, and identify	1, 2	3	4							

Program Outcomes	FA 12	SP 13	FA 13	SP 14	FA14	SP 15	FA 15	SP 16	FA 16	SP 17
Academic Counseling: Students will be able to select appropriate courses in order to accomplish their educational goal	1, 2	3	4							
the steps needed to clear probation status.										
Educational Enrichment (Including CCCAP): Students will identify the appropriate courses to meet their individual needs.	1, 2	3	4							
Frequently Asked Questions (FAQ's): Students will be able to use online FAQ resources.									1, 2	3, 4
Online Academic Counseling (Live Help): Students will be able to navigate the Live Help online counseling program.									1, 2	3, 4
Online Orientation: Students will be able to identify students support services available through the college.					1, 2	3	4			

During Spring 2014, the Counseling Department evaluated the Express Counseling services Student Learning Outcome. The SLO for Express Counseling states that “students will get their quick academic answers through express counseling.” Although the results of the Fall 2013 Express Counseling services survey were positive, and counselors were able to serve 1,837 students, students made some comments that the Counseling Department needed to address. Some students expressed concerns with confidentiality, needing more time with the counselors, and an interest in developing a student educational plan. Express Counseling services are not designed to spend a lengthy amount of time with each student; however, the concerns were taken into consideration. As a result of these comments and an increase in counseling faculty, the Counseling Department made the decision to see students in the offices, in place of an express counseling environment. The Counseling Department has yet to get feedback from students regarding this last cycle; however, based on the feedback from the Fall 2013 survey, those results were significant enough to justify the change.

In addition to the evaluation process, counselors have multiple opportunities for professional development activities and meetings. This ensures that the counselors remain current in their field along with maintaining their skill levels and improving their knowledge base.

The counselors serve students throughout SCCCD and work collaboratively to stay current with each campus and center specific programs, policies, and services. This is necessary to provide students with a seamless transition among sites within the district as well as to their transfer institution.

CCCC counselors meet twice per month to discuss any ongoing academic changes and to collaborate with other counselors working with specific programs: California Work Opportunity and Responsibility to Kids (CalWORKs), Student Support Services (SSS), Science, Technology, Engineering, and Math (STEM), Honors, Transfer Center, Educational Enrichment, Veterans, Disabled Student Program Services, and vocational programs. Each semester the Counseling Department schedules a Flex Day to discuss current counseling strategies and techniques. The intent of the Flex Day process is to improve counseling services that contribute to the personal and academic success of CCCC students and focus on planning for improvement for the upcoming year. All counselors regularly receive notices of training opportunities available both within and outside of the college. As technology is an ever changing entity, administration established trainings to address these changes. For instance, the Department Chair of Student Support Services provided training for the conversion from Datatel's CASM to XCSM screens to accurately document matriculation information for the Management Information System (MIS) report. Through the district-wide planning process, the Department Chair of Student Support Services provided training sessions to update all district counselors with the new MIS coding system to reflect the mandates from the Student Success Act. Additionally, counselors received training on the new Scheduling and Reporting System (SARS). Counselors are also training to implement the new SB 1456 recommendations by the target date for the 2014-2015 academic year.

The Counseling Department has maintained the full-time to part-time counselor mentoring system, assuring that all part-time counselors are kept up-to-date with counseling issues and information to best serve students. All full-time counselors are currently tenured or tenure-track and under a four-year cycle for evaluation of performance and establishment of goals.

CCCC has developed a staffing plan for student services to determine how the Center will prioritize additions as enrollment grows. The CCCC Staffing Plan includes support for the following positions:

- Prior to Initial Accreditation 2014-2015:
 - Student Services: Office Assistant III
 - Financial Aid: Financial Aid Assistant I
 - Student Services: Office Assistant III
 - Instruction: Faculty (includes counseling faculty)
- Initial Accreditation 2015-2016:
 - Student Services: Student Services Specialist
 - Financial Aid: Director of Financial Aid
 - Financial Aid: Financial Aid Assistant II

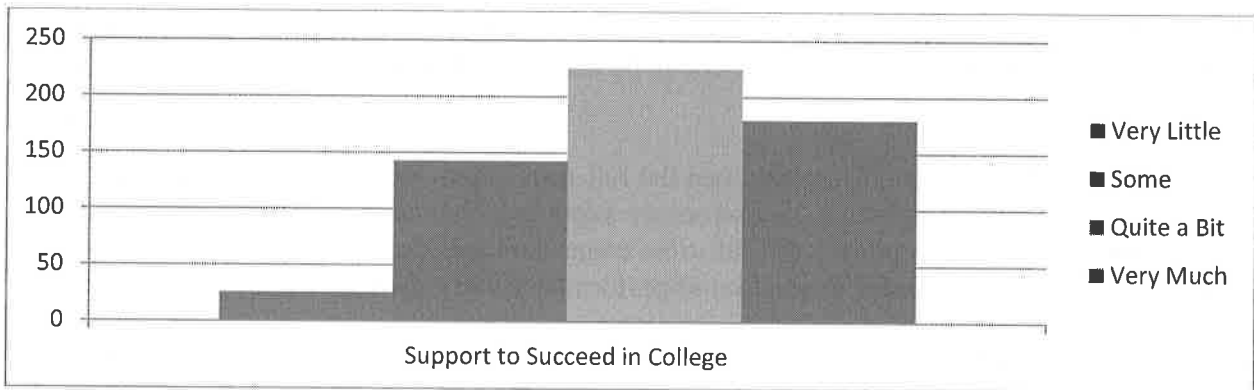
- Financial Aid: OA III-Financial Aid
- 2017+:
 - Student Services: Admissions and Records Manager
 - Student Services: College Relations Coordinator
 - Student Services: Office Assistant III – A&R
 - Student Services: Educational Advisor
 - Student Services: Office Assistant I/II Tutorial Center

Each year administration encourages faculty to submit certificated faculty position requests for additional faculty positions. Department Chairs review and prioritize these requests and forward them to the College Center Council for further review. All position requests must include supportive documentation from Program Review, the Strategic Plan, Student Success Act (SB 1456) mandates, and other planning documents. Department Chairs, the College Center Council, and the Campus President base position rankings based on state funding and the needs of CCCC students. This process led to the approval and recruitment of the following positions: Office Assistant III for the Student Services Office in Spring 2014, Office Assistant III for the Student Activities Office and Outreach in Fall 2014, and an academic counselor in Fall 2014.

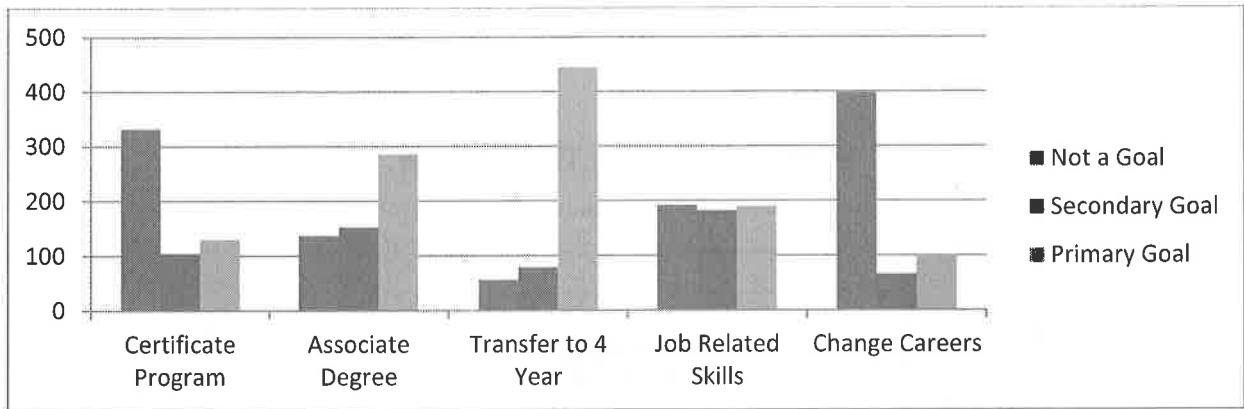
Self-Evaluation

CCCC meets this standard. The following items from the CCSSE provide data on CCCC students and their response to the questions on the survey:

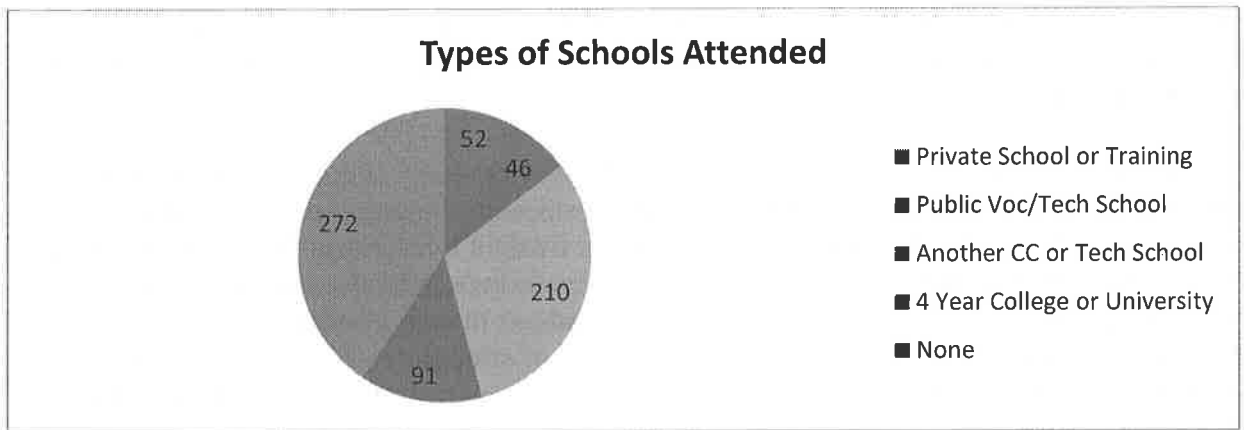
Item #9: How much does this college emphasize each of the following? (9b: Providing the support you need to help you succeed at this college)



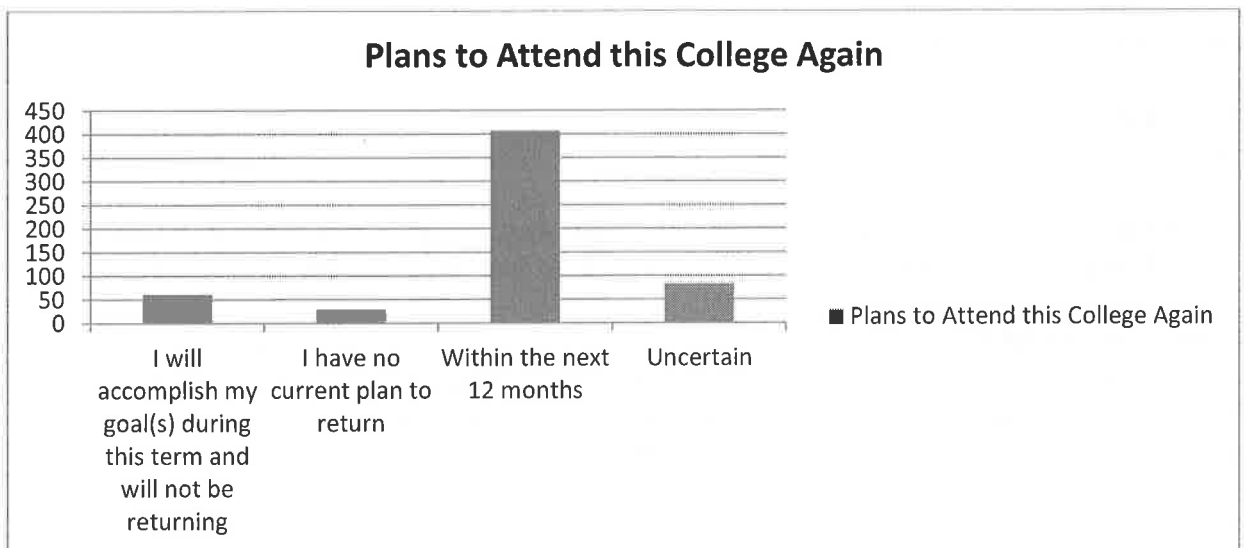
Item #17: Indicate which of the following are your reasons/goals for attending this college.



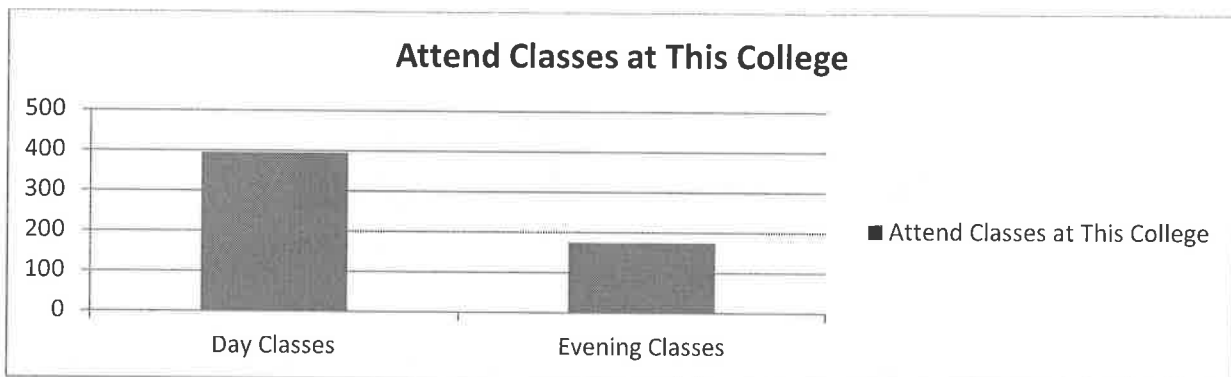
Item #19: Since high school, which of the following types of schools have you attended other than the one you are now attending? A large percentage of students did not respond to this question. The data below represents the number of students that responded.



Item #20: When do you plan to take classes at this college again?



Item #22: When do you most frequently take classes at this college?



According to the faculty contract, CCCC counselors must follow the evaluation procedures of tenured faculty in order to enhance the quality of education and to recognize outstanding performance. The goal is to enhance counselor performance and to further the growth and development of each counseling faculty member. It also can identify areas of performance needing improvement, to assist faculty members in achieving improvement, and to maintain the educational quality and standards of the district.

Through the evaluation process, counselors must be professionally adept at demonstrating particular skills and knowledge. Evaluators collect evidence of appropriate counseling techniques as designated by review of the following: Student Educational Plans (SEPs), career test interpretations, maintenance of counseling session records, effective use of counseling methods appropriate to student need, knowledge of subject matter, awareness of current developments and research in the field, demonstration of effective communication with students, demonstration of respect for all students through the development of a warm and accepting environment, and maintaining confidentiality of the counseling session.

The Dean of Students and counselors utilize the following methods in assessing the effectiveness of counseling faculty and services provided: online counseling, professional development, student satisfaction surveys, and the tenure review evaluation process.

Actionable Improvement Plans

None

- d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

Descriptive Summary

CCCC maintains a commitment to diversity. The college supports its diverse student population through student organizations, activities, and clubs, and supports programs, student recruitment, and outreach activities that emphasize and celebrate diversity.

Student Organizations, Activities and Clubs

Student Activities, the Associated Student Government, and individual departments provide support for campus-wide events and for annual activities and celebrations such as Mexican Independence Day, African American History Month, Cinco de Mayo, Women's History Month, and other multicultural activities. Guest speakers and performers at these various events provide students an opportunity to interact with and gain an appreciation for people of different cultures. The Student Activities Office and student organizations collaborate on raising funds for student-sponsored activities and events. Lottery decision package monies currently provide primary funding for school-sponsored activities.

The Student Activities Office at the CCCC has greatly expanded in this area and has provided a number of culturally diverse activities for the student body and staff, including Asian Heritage Month Events (Guest Speakers, Film), Black History Month Events (Guest Speakers, Film), Cinco de Mayo, German-American Heritage (Film), Hispanic Heritage Month Events (Film), International Holiday Festival, Islamic Cultural Center Speaker, Mexican Independence Day, Mexican American (Reading), Native American History Month Events (Demonstrations, Film), Tartan Day, Speakers Series, Veterans Day, and Women's History Month (Reading, Film).

Student involvement in clubs provides a means for students to gain a better understanding and appreciation of diversity. Student clubs include services organizations, religious affiliations, professional interests, athletics, as well as other special interest clubs.

As previously noted, the Associated Student Body sponsors a variety of programs and events for students, which include multi-cultural events and personal awareness activities. A schedule of activities is easily accessible at www.cloviscenter.com.

Student Support Services and Programs

Student programs that support the college's diverse population include the following: Counseling, Disabled Student Program and Services (DSPS), Student Support Services (SSS) TRIO program, Science, Technology, Engineering & Math (STEM) TRIO program, Honors, Veterans, and California Work Opportunity and Responsibility to Kids (CalWORKs). Additionally, CCCC provides support for Disabled Student Programs and Services (DSPS) that serve a diverse student population. Student support services faculty and staff plan programs and events well and use them to attract and introduce students to accommodations and adaptive services, culturally diverse activities, and exposure to new experiences for populations coming from low socio-economic backgrounds. Students and staff participate in the many activities that promote diversity. During the Spring Extravaganza event, the health and mental health services department and DSPS provided information at a booth to increase student awareness of stress, learning disabilities, and stress reduction techniques. In addition, the health services department held a suicide prevention event titled "ALIVE" in Spring 2013. This event allowed students the opportunity to learn about the signs and symptoms of suicide. The health services department also provided information for on-line trainings to serve the following student populations: Veterans, LGBTQ, and at-risk. The training is available for all staff, faculty, and students.

With increases in enrollment and various diverse populations, the Center acknowledges a need to improve awareness of services and programs. With the opening of new facilities at CCCC, the

Center will utilize the facilities to improve awareness of clubs, activities, and special student support programs. The Associated Student Body has a dedicated office to support their mission in Academic Center 1. CCCC has also recently established a multicultural advisory committee to increase cultural awareness.

The Tutorial Center Coordinators work in conjunction with the student service programs to provide tutors with in-service training on students with disabilities and appropriate learning strategies for those students. As previously discussed, the Tutorial Center participates in the development of an annual journal, *The Review*, which features exceptional student writing from a variety of courses and represents students from diverse backgrounds.

The Student Activities Coordinator reviews the list of student activities for the semester at Duty Day and disseminates it to all faculty and staff per the recommendation from faculty. Faculty indicated that knowing when various diversity events will occur would allow them to plan appropriate activities to reinforce the events.

Student Recruitment and Outreach Activities

In recruitment and outreach, CCCC demonstrates sensitivity to the needs of all ethnic, racial, and underrepresented populations. The College Relations Specialist provides college outreach services to all local feeder schools, primarily as part of Registration-to-Go activities. The local feeder schools not only include public schools but also adult education and alternative education, such as private schools and home school programs.

Additionally, the College Relations Specialist has participated in the College Black Men activity in collaboration with Clovis North High School and serves on the committee in charge of the Native American College Information Day. There have also been several presentations made to the Native American Rancherias, Fresno County Foster Youth, Hispanic Youth Symposium at California State University Fresno, Asian Student Club, Latino Success Club at Clovis High School, Latino Success Conference at Clovis West High School, and Fresno County Office of Education Juvenile Justice Center regarding college access.

There are campus publications and recruitment materials available that contain information in Spanish and other languages. CCCC provides the Board of Governors (BOG) application, Free Application for Federal Student Aid (FAFSA), and EdFund marketing materials in Spanish language print.

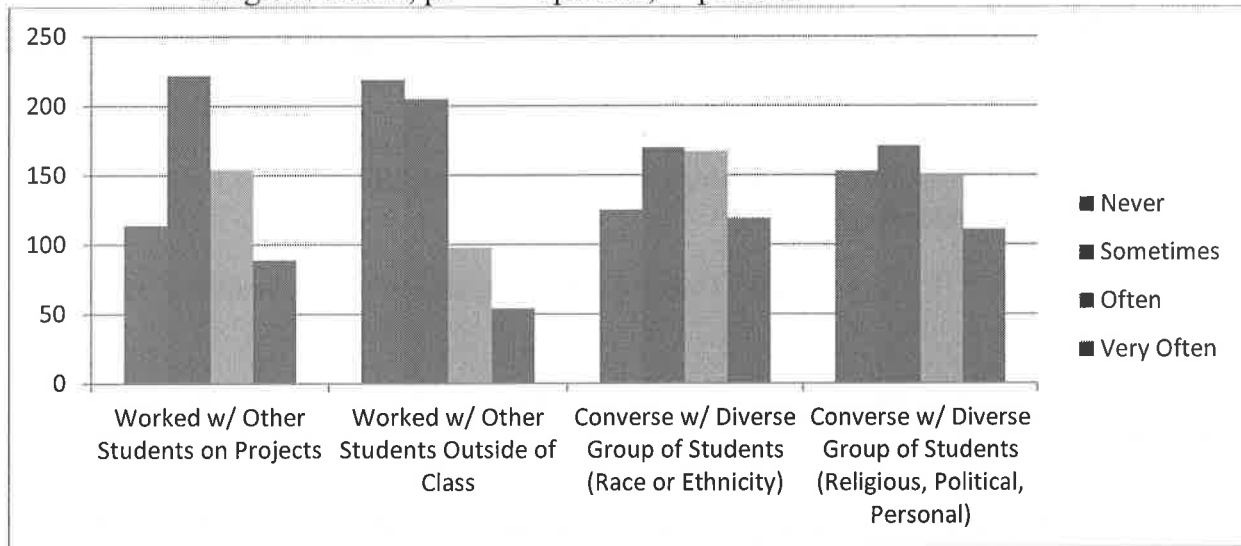
Self-Evaluation

CCCC meets this standard. There is continued collaboration between Student Activities and Student Services to ensure that programs and services address students' diverse needs and backgrounds. The following are the current surveys results with regards to student understanding and appreciation for diversity used for evaluation:

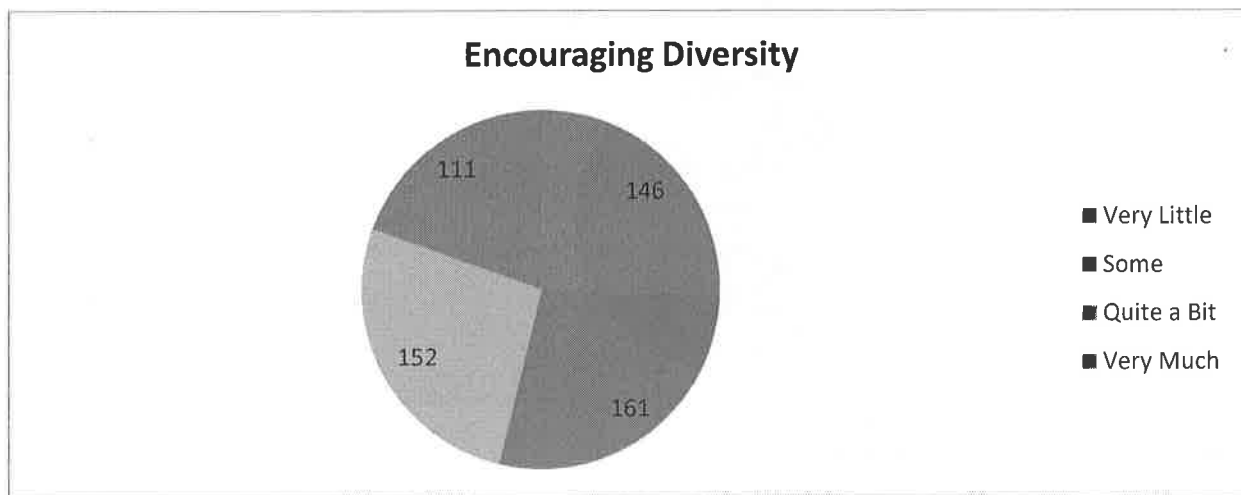
The results of the 2013 Accreditation Survey showed that 97 percent of the CCCC faculty and staff strongly agree and/or agree that the student activities office is effective in organizing activities that promote awareness of the different cultural backgrounds of our student population. (Question #20)

The following items from the CCSSE provide data on CCCC students and their response to the questions on the survey:

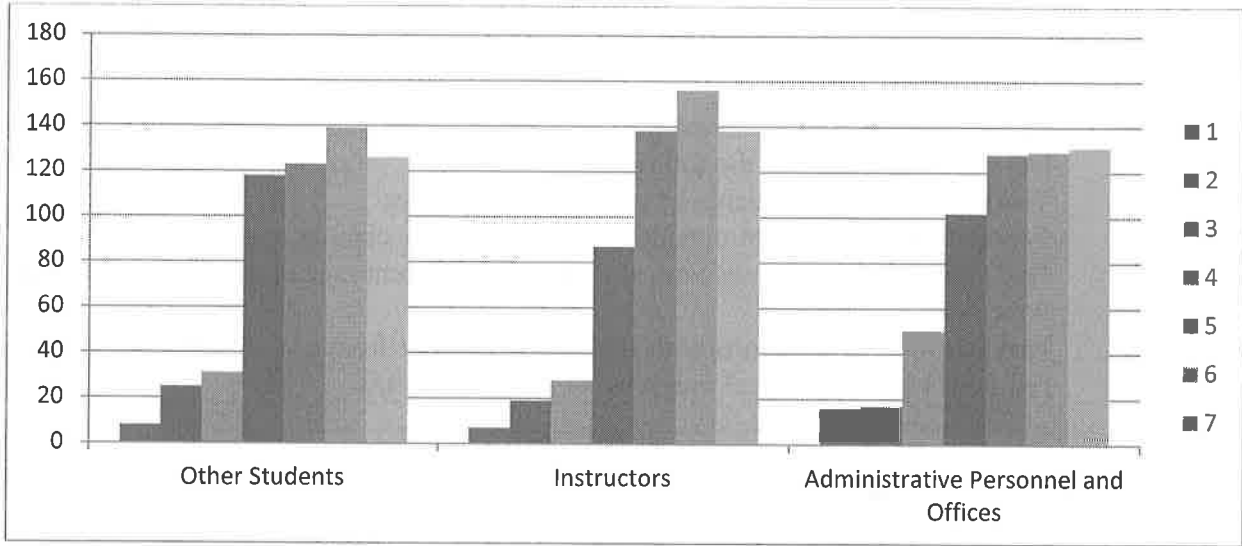
- Item #4: In your experiences at this college during the current school, year about how often have you done each of the following?
- 4f: Worked with other students on projects during class.
- 4g: Worked with classmates outside of class to prepare class assignments
- 4s: Had serious conversations with students of a different race or ethnicity other than your own
- 4t: Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal beliefs



Item #9: How much does this college emphasize each of the following? (9c: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds)



Item #11: Mark the number that best represents the quality of your relationships with people at this college.

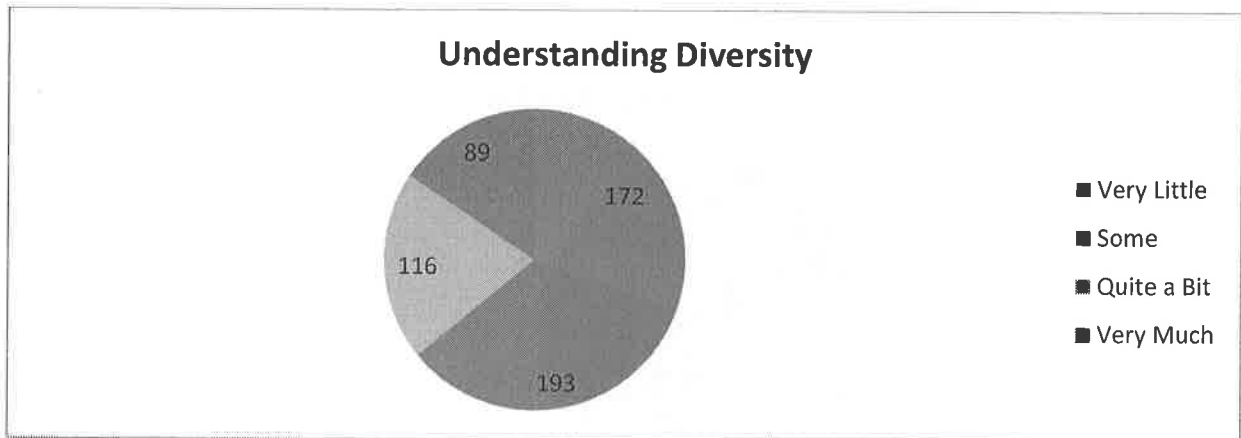


Student Scale: 1 to 7 (1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging)

Instructor Scale: 1 to 7 (1 = Unavailable, Unhelpful, Unsympathetic to 7 = Available, Helpful, Sympathetic)

Administrative Personnel and Office Scale: 1 to 7 (1 = Unhelpful, Inconsiderate, Rigid to 7 = Helpful, Considerate, Flexible)

Item#12: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? (12k: Understanding people of other racial and ethnic backgrounds)



Actionable Improvement Plans

None

- e. **The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

Descriptive Summary

CCCC provides open-access admission for any eligible student interested in attending college. There is no admission practice that would prevent any eligible student from enrolling in courses. Students must participate in a matriculation process that includes completing an admissions application, completing the new student online orientation, and taking a placement test to receive counseling and advising for appropriate placement into English and math courses. This includes identifying skill levels for English and math to address course advisories to begin a successful college experience.

CCCC utilizes the Office of Institutional Research and instructional staff in order to evaluate the validity and bias of the placement instruments it uses. CCCC utilizes Accuplacer, a California Community College Chancellor's Office state-approved standardized placement test, to assess students. Appropriate assessments are in place to measure educational levels, disability, interest, and performance levels in reading, writing, and mathematics. At this time, CCCC utilizes the same assessment instrument as Reedley College. The Center conducts a validation study to obtain congruence of opinion between faculty and students on placement decisions. This study, called a "consequential-related validity study," requires the student to respond to "satisfaction with course placement," and requires the instructor to respond to "appropriateness of student placement" survey questions. The Center completed a current validation study in August 2013. The study resulted in an "overall, agreement between faculty and students as the proper placement" by the Accuplacer test. Furthermore, recommendations stated that "based on the above 75 percent threshold in almost all areas (both faculty and student) and corroborating grade and faculty by student agreement, it is recommended that the current assessment test be continued while common assessment is developed."

In terms of addressing test bias, because the Accuplacer placement test is a test developed by a second party, the test publisher conducts a disproportionate impact study every three years to prevent cultural and linguistic bias for approval by the California Community College Chancellor's Office (CCCCO). Faculty and staff review the evidence addressing test bias supplied by the test developer as well as periodically take the test to ensure that the results are generalizable to the college. If there are any concerns regarding test bias or validity of the placement test, the college plans to meet to discuss and address the source of that impact and attempt to rectify or minimize the impact, if possible.

The Center provides special testing accommodations for students with disabilities. The test is untimed, and the Center offers accommodations to all students with disability. The test is on a computer whereby visual accommodations can involve text enlargement and/or it can be read to visually impaired students using text reader software. A paper and pencil and Braille version of the placement test is also available.

Self-Evaluation

CCCC meets this standard. Colleges and centers of the State Center Community College District (SCCCD), including CCCC, admit all students who are 18 years of age or a high school

graduate. More than 97 percent of students apply online using CCC Apply; students who apply online indicate the online application is easy to use and they can complete it in a reasonable amount of time. CCCC requires international students to complete a paper admissions application.

Assessment tests are primarily available to students in both electronic and when needed in paper format. Students can take assessment tests on campus during scheduled assessment dates as posted on the CCCC website; scheduled dates are also available in the Student Services office. Assessment testing also occurs in our local high schools for current high school seniors as one component of the Registration-to-Go (RTG) Program.

The Center evaluates all assessment instruments for validity, test bias, reliability, and impact of testing on various groups (i.e., disproportionate impact, standardization) in accordance with the rules and regulations of California Title 5 and the California Education Code. As a center of Reedley College, the Institutional Researcher validates CCCC's assessment instruments every six years.

Actionable Improvement Plans

None

- f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

Descriptive Summary

In conjunction with Reedley College, CCCC maintains student records as California Education Code requires and secures these records in compliance with the Family Educational Rights and Privacy Act (FERPA) regulations as described in the college catalog. Also, CCCC abides by the Family Educational Rights and Privacy Act regulations in the release of student records.

Institutional Policies

CCCC complies with the rules and regulations of California Title 5 and the California Education Code on the retention and destruction of records. The Reedley College Admissions and Records Office and CCCC make provisions for the permanency and security of student records (admission applications and transcripts). Both online and paper admissions application forms are available. The Admissions and Records Office in Reedley houses hard copy admission applications dating back to three years. Admissions and Records inputted all student information into the Datatel student record system. Datatel access is restricted to specific users and is password protected. User access is restricted to those Datatel elements which the user requires in performance of his or her job. Students have the option of denying the release of directory information. A privacy statement then appears on every computer screen in the software program. Student information on online application is also restricted to specific users and is password protected.

Security of Records

CCCC utilizes the Hershey STARRS system. This system has allowed Admissions and Records

Office to scan and digitize all student records. Admissions and Records receives all new records in digital format or digitizes those received on paper within a week. The Center destroys all paper records by shredding. CCCC restricts access to the Hershey system data with passwords and users only have access to the data required for their jobs. In case of a disaster, recovery of student records is possible. Information systems backs up all computer-based data regarding student records at the district office. Each night district information systems completes two full backups of the Datatel system. One backup stays in the tape library at the District and the second backup is on an external tape drive. Each morning (Monday through Friday) the Information Systems Department takes the tape from the external drive across the street to the Health Science building. In addition there is a second Datatel server for disaster recovery that the Fresno City College Learning Resource Center houses. The district plans to add a third nightly backup to place all of the Datatel data on this server as well. This backup would then be used in case there was a major fire in the district office data center. This server would allow us to continue operations. All student information gathered prior to 1985 is maintained on microfiche and housed in the Admissions and Records Office at Reedley College; however, as students order transcripts, the Center transfers this information to Datatel.

All other offices within student services (including California Work Opportunity and Responsibility to Kids (CalWORKs), Counseling, Disabled Students Programs and Services (DSPS), Financial Aid, Health Services/Personal Counseling Services) maintain departmental records in a similarly secure manner. The DSPS Office, in addition to complying with FERPA requirements, complies with applicable provisions of the American Disabilities Act with regard to records. The Health Services and Mental Health Services programs utilize a separate confidential Electronic Health Record (EHR) called MediCat and comply with all provisions of Health Insurance Portability and Accountability Act (HIPPA). The Financial Aid Office is in the process of digitizing all student records using the Hershey system. CCCC keeps all student services records in a secure, locked cabinet or office and does not release them without a student's signed approval based on the Family Educational Rights and Privacy Act regulations. All staff computers are password protected. Some of the student services' records have been digitized, including student transcripts from high school and/or other colleges; however, other student service areas are still moving toward digitizing their student records.

Release of Student Records

The Family Educational Rights and Privacy Act (FERPA) restricts the release of students' records. CCCC adheres to its policy for release of student records which is published in its catalog, application for admission, schedule of classes, and all district websites. Student services requires that student workers in all student services areas sign the "Student Worker Confidentiality Agreement" prior to being granted access to secure areas, documents, or Datatel.

State Center Community College District centralizes Admissions and Records functions; CCCC adheres to established policies and procedures regarding the safeguarding of student records in accordance with California Title 5, the California Education Code, and the Family Educational Rights and Privacy Act (FERPA). The district limits access to student records to district personnel and the student unless a signed waiver is on file; the district secures online access through encrypted passwords. The district grants district personnel access to student records' information on a need-to-know basis, requiring approval of a dean or higher-level administrator

for any access to specific areas of the student database (Datatel). CCCC strictly limits access to disabled student records to DSPS staff only.

Continued expansion of the district's Datatel system allows for student records, such as grades and the application for admission, to be captured directly into the Datatel system with appropriate backup. In addition, the scanning of other records using the Hershey STARRS system also increases accuracy and provides a digital record, again with appropriate backup of information. The district securely backs up and duplicates all records in two separate buildings in the district.

The district maintains confidentiality of student records by granting access to Datatel records to those with a need to know, as directed by the district dean of admissions and records and enrollment management. The district does not allow student workers access to student information unless it is determined necessary, and all student workers must sign a Student Worker Confidentiality Agreement.

Self-Evaluation

CCCC meets this standard. State Center Community College District centralizes Admissions and Records functions; CCCC adheres to established policies and procedures regarding the safeguarding of student records in accordance with California Title V, the California Education Code, and the Family Educational Rights and Privacy Act (FERPA). CCCC limits access to student records to district personnel and the student unless a signed waiver is on file; the Center secures online access through encrypted passwords. The district grants district personnel access to student records' information on a need-to-know basis, requiring approval of a dean or higher level administrator for any access to specific areas of the student database (Datatel). The district strictly limits access to disabled student records to DSPS staff only. Continued expansion of the district's Datatel system allows for student records, such as grades and the application for admission, to be captured directly into the Datatel system with appropriate backup. In addition, the scanning of other records using the Hershey STARRS system also increases accuracy and provides a digital record, again with appropriate backup of information. The district securely backs up and duplicates all records in two separate buildings in the district. The district maintains confidentiality of student records granting access to Datatel records to those with a need to know, as directed by the District Dean of Admissions and Records and Enrollment Management. The district does not allow student workers access to student information unless it is determined necessary, and all student workers must sign a Student Worker Confidentiality Agreement.

Actionable Improvement Plans

None

- 4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Descriptive Summary

Program Review

Each department within the Student Support Services Program conducts the program review process every five years. This intra-department self-study involves extensive dialogue assessing

and evaluating how well the department provides services to students. Faculty and student surveys are utilized to determine awareness and satisfaction levels of student support services provided. The Office of Institutional Research collects and analyzes the data. The Program Review/Student Learning Outcomes Committee and the College Center Council, which consists of representatives from administration, faculty, classified staff, and students, review the report. The Student Support Services Program shares Program Review recommendations in annual Program Review/SLO reports. The department reviews the recommendations made as a consequence of this process at specified intervals to ensure that appropriate action is occurring. The department uses results to maintain and improve programs and may use them to drive future budget allocations and planning.

Student Learning Outcomes

Through the program review process for all student support services, each program establishes measurable student learning outcomes (SLOs). All student support services faculty and staff have developed SLOs for their respective areas and have designed these SLOS to identify outcomes in each program area and an assessment component to measure them. Faculty and staff analyze evaluation results of assessments to determine if our efforts contribute to student success and achieve student learning outcomes. Through discussion and feedback at the department level, results may lead to decisions as to where to focus on strengthening services and how to allocate resources. Once faculty and staff collect data from the student surveys, student support services can make the necessary improvements to enhance student development and success.

Employee Evaluations

All employees, including certificated, classified, and administrators, go through a periodic evaluation. The purpose of evaluations is to provide faculty, staff and administrators with feedback from students, peers, and supervisors to improve services to students.

Surveys and Assessments

CCCC Student Support Services has implemented a variety of surveys and assessments to measure student satisfaction, including the Community College Survey of Student Engagement, Financial Aid Student Satisfaction Survey, Clovis Transportation Survey, the program review process, Student Learning Outcomes, Student Health Needs Assessment, faculty and staff evaluations, online satisfaction assessments, express counseling surveys, online orientation surveys, online probation workshop surveys, and Registration-to-Go surveys. Additionally, the SARS (Scheduling and Reporting System) calendaring system allows for the student support services departments to track the number of student services which departments use to assess the student/staff ratio.

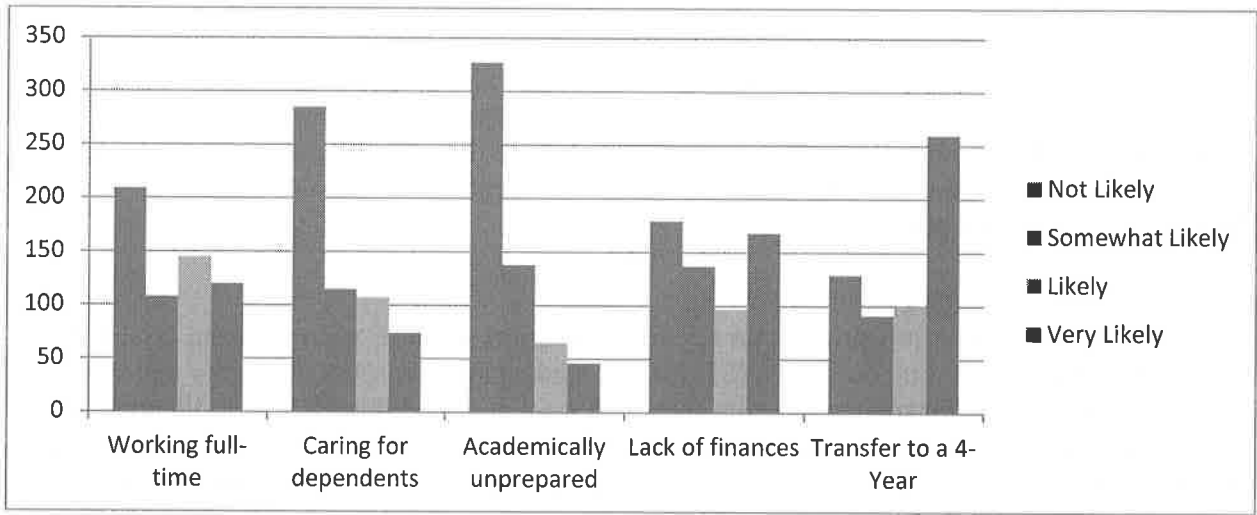
Self Evaluation

CCCC meets this standard. The following information provides support for meeting the requirements for this standard.

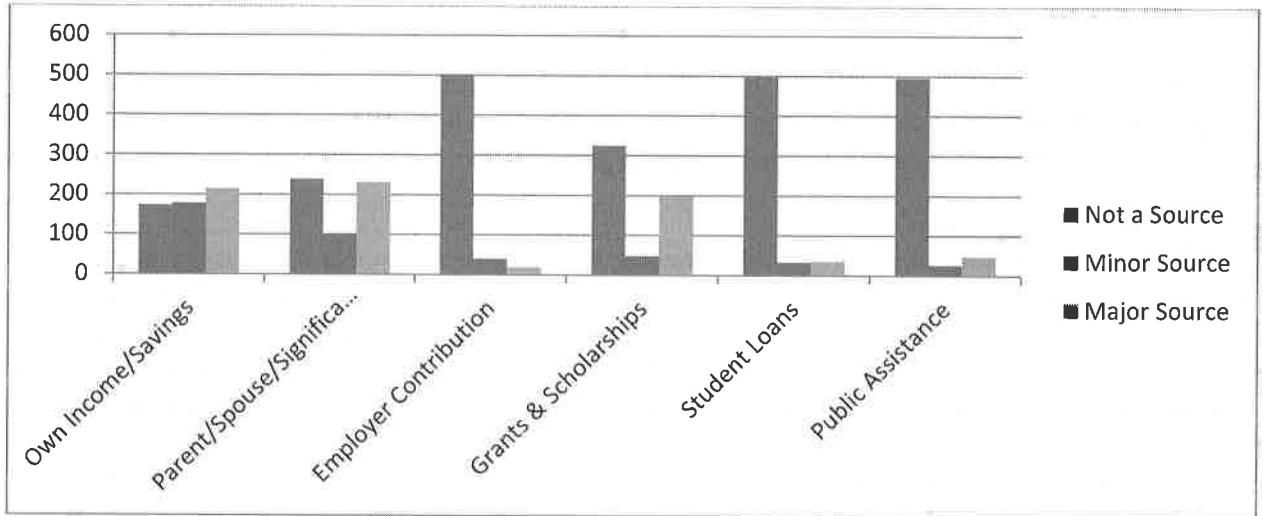
The results of the 2013 Accreditation Survey showed that 96 percent of the CCCC faculty and staff strongly agree and/or agree that the academic counseling services provided at CCCC are helpful to the overall success of our students. (Question #19)

CCCC administered the CCSSEE, which provides the following data:

Item #14: How likely is it that the following issues would cause you to withdraw from class or from this college?



Item #18: Indicate which of the following are sources you use to pay your tuition at this college.



Actionable Improvement Plans

None

STANDARD II.C Library and Learning Support Services

Library and other learning support services for students are sufficient to support CCCC's instructional programs and intellectual, aesthetic, and cultural activities campus wide and in a variety of formats. CCCC provides access and training to students so that library and other learning support services may be used effectively and efficiently. CCCC systematically assesses these services using student learning outcomes, program review, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

CCCC has a library, Tutorial Center, an open computer lab, and four enhanced computer labs. In addition, three wireless laptop carts each holding 33 computers can be rolled to any room on campus for student use. Students have access to free wireless Internet on campus and free computer Internet access in the library and classroom computers.

a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

CCCC Library plays an indispensable role in the college's mission by providing broad and in-depth instructional support materials in print, multimedia, and electronic formats that "embrace diversity and serve all students of the community" as well as "support student success...through the career/technical certificates degrees, and transfer programs." The library has been open since fall 2010 in the 7732 sq. ft. dedicated facility. Students heavily, and increasingly, utilize all aspects of the library including the 20 desktop computers, three study rooms, and seating areas for up to 186 occupants. To accommodate the growing demand for computers in the library, the library has acquired ten iPad and Surface Pro tablets intended for in-library use for research, Blackboard course access, and writing assignment activities. [Evidence: Campus mission statement 2013]

Library holdings currently include over 12,000 print, periodical, and media resources. Two academic e-book collections and twenty-six research databases that are available through shared subscriptions with Reedley College to round out the library's collection. The research databases and e-books support the information needs of both on campus and distance education students as they are available at all hours of the day from any location. In addition, students can access the library's online library catalog on campus or remotely at any time and as it is a consolidated district-wide catalog, it offers students access to a selection of an additional 85,000 print books from all four district libraries that students can request and have sent to a selected campus within two to three days. The library's website provides access to the districtwide online library catalog, research databases, a collection of selected and evaluated web sites, tutorials and guides to finding and using information, forms for requesting books, media and library instruction

sessions, and general information about library resources and services. [Library link-
<http://www.cloviscenter.com>]

CCCC staffs the library with one full-time librarian, one full-time library services assistant, one permanent part-time library assistant I, one part-time student assistant, and a varying number of federal work study (FWS) student aides. Library operations function under the dean of instruction. To ensure that the library’s collection effectively meets student learning needs, the library implements a number of methods. The Library Liaison Committee comprised of representations from all curricular departments, staff, and a student body representative works closely with the library staff to assure that the library identifies and acquires relevant curriculum related materials. The Library Liaison Committee received a commendation from the ACCJC Accreditation team in October 2011 for effectively enabling faculty, staff members, deans, counselors, and student leadership to build a collection particularly suited to CCCC’s students and curriculum: “The enthusiasm, commitment, esprit de corps, and intellectual responsibility of the Committee members is remarkable and a model for similar organizations on other campuses.” [Evaluation Report October, 20, 2011 p.7] [Library Liaison Committee Operating Procedures and Minutes]

The library continuously encourages the campus community to recommend library resources through collaborative opportunities with the library staff and subject faculty, staff, and students, email announcements, and the Books/Media request form available in the library and on its web site <http://www.cloviscenter.com/index.aspx?page=411>. The library currently observes the guidelines of the Reedley College Collection Development Policy. The librarian keeps apprised of new or developing courses and programs, and specialized themes in ongoing courses and honors seminars through participation on the Student Success Committee and communication with subject faculty and relevant committee minutes in order to provide pertinent instructional support materials. In addition, the librarian uses and shares with the Library Liaison Committee members professional and popular review sources, academic library collection guides, publishers’ catalogs, and vendor-supplied collection development resources to ensure the quality and appropriateness of the library’s collection. The CCCC Curriculum Committee designed a course outline of record form that includes a section where the instructor can designate recommended instructional support materials the library may consider acquiring. [COR Template]

CCCC allocates a materials budget to the library each year with funds drawn from various sources, including lottery funds. The library uses budget funds for the purchase of circulating print and media sources, reference materials, and print periodicals subscriptions.

Library Expense Detail: 12-50 (45)-221010 & 11-50 (45)-221010					
Fund	Object	2011	2012	2013	2014
	96810 -Library Books:				
12	LT5	1,088	16,206	28,652	45,740
	95235 -Hardware Maint. & Lic.				

12	LT5	1,398	11,566	6,633	10,990
	94410 - Office Supplies				
11	XX0	0	0	0	0
	Total:	\$2,486	\$27,772	\$35,285	\$56,730

Library Copier & Fine Detail: 87-50 (45)-516425					
Fund	Object	2011	2012	2013	2014
87	88951 -Library Fines:	914.00	879.25	922.70	1,276.50
	88952 -Copy Charges:	5,474.30	10,140.00	8,623.50	9,999.28
	Total Revenue:	6,388.30	11,019.25	9,546.20	11,275.78
	94490 - Other Supplies	361.20	1,840.49	296.34	11,043.29
	95590 - Miscellaneous	18,247.70	1,855.26	12,923.39	11,912.72
	Total Expenses:	18,608.90	3,695.75	13,219.73	22,956.01
	Net Revenue:	(12,220.60)	7,323.50	(3,673.53)	(11,680.23)

In addition, the library has sought and received additional funding through SCCCD Foundation mini grant applications. The most recent award was \$500 in fiscal year 2012 for the development of current critical national and global issues publications to support pertinent student assignments. [Mini Grant 2012/13]

In collaboration with the English faculty, the library has sponsored banned books readings in the library each year during the last week of September since 2009 in conjunction with the nationwide Banned Book Week. Faculty, staff, and students read during a designated time slot and the event draws individuals as well as entire classes, some of whom receive extra credit for their participation. The art department has held student art exhibits in the library and invited the campus to an open house viewing. The library promotes all events through fliers, email announcements, and the campus student events calendar. Additionally, the library staff creates thematic displays of library print and media materials in the library and display units, which feature cultural diversity, current topics, festivals, and more. [Banned Books flier]

The CCCC Tutorial Center offers one-on-one and small group tutoring in a variety of subjects, including biology, business, chemistry, economics, information systems, math, philosophy, physics, psychology, reading, Spanish, and writing. In addition, students can attend scheduled workshops, and take a learning style assessment and create a study plan with a tutor. Both full-time and part-time faculty members, as well as peer tutors, staff the Tutorial Center. The Tutorial Center coordinators recruit tutors via recommendations from faculty, counselors, and staff, and

these students have demonstrated academic expertise in their specific subject area. CCCC pays tutors for their service or offers course credit for their tutoring hours. The Tutorial Center receives funding from the CCCC's general budget as well as from Basic Skills, Student Support Services/Science, Technology Engineering, and Math grant monies. [Evidence: TC Handbook, budget, flier]

Both the Tutorial Center Advisory Committee and the Student Success Committee advise the CCCC Tutorial Center on a variety of issues, including but not limited to students' needs, services provided, pilot programs, outreach to students and faculty, and data collection and research. In addition, the Tutorial Center directors are standing members of the Student Success Committee. As such, they participate in broader conversations about student success on campus, ensuring that Tutorial Center activities and services integrate into the campus's student success initiatives. [Evidence: Student success committee operating agreement and meeting minutes 10 3 2013; 13 Mar 2014 advisory committee minutes]

CCCC has one computer lab open to students on campus with eighty-four personal computers and three Mac workstations. Students may use computers on a first-come, first-served basis. Computers have Internet access and course specific software, including Microsoft Office Suite, Adobe Web and engineering design software. The library has twenty-three computers available for student use on a first-come, first-served basis. Staffing of the lab includes one full-time resource technician, three part-time lab technicians, and a varying number of student aides. All classrooms have Smart Panels enabling DVD/VCR, laptop and computer projection. All classrooms have a special whiteboard called "Walltalker" that allows for projection without the flashback, and instructors may also use it as a regular whiteboard.

Self-Evaluation

CCCC meets this standard. CCCC's combined library and learning support resources are currently adequate to support student learning needs.

Evaluation of library resources and services includes feedback from students and faculty through surveys and anecdotal information, books/media purchase request forms available on the website and in the library, ongoing analysis of the circulation data, the collection of comprehensive library services and resource statistics, and the program review process.

In a Spring 2013 Student Library Satisfaction Survey, 97 percent of students were satisfied with the quality of resources and the type of content of research databases. Circulation statistics of print books reflect a 62 percent increase during the last four years.

The 2013 Faculty and Staff Accreditation Survey revealed that 95 percent of respondents combined strongly agreed or agreed that the library depends upon their participation in library collection development activities:

25. For Library and other learning support services, the College Center relies on the faculty in the selection and maintenance of books and/or other library materials.			
<i>n</i> = 78, <i>M</i> = 4.51, <i>SD</i> = 0.64	Frequency	Valid %	Cumulative %
Strongly Agree	45	57.7	57.7
Agree	29	37.2	94.9
No Opinion/ Does not Apply	3	3.8	98.7
Disagree	1	1.3	100.0

This survey also indicated that 90.2 percent combined strongly agreed or agreed that the print and electronic resources were adequate:

27. The library's books, periodicals, electronic databases, and other resources are adequate to meet the needs of students and instructors.			
<i>n</i> = 82, <i>M</i> = 4.30, <i>SD</i> = 0.84	Frequency	Valid %	Cumulative %
Strongly Agree	39	47.6	47.6
Agree	35	42.6	90.2
No Opinion/ Does not Apply	2	2.4	92.7
Disagree	6	7.3	100.0

Upon achieving college status, the library will assume full responsibility for the purchase of all electronic resources including research databases, streaming video collections, citation software, and e-books. The library is committed to building a collection of resources and services sufficient in breadth, depth, scope, accessibility and size commensurate with the Center's expanding curriculum and student enrollment.

The CCCC Tutorial Center relies on the input of faculty as well as best practices in writing center and tutorial center theories to develop its services. In addition to gathering faculty opinions from the appropriate constituencies, it also gathers information about student needs from students themselves through exit surveys. Results from the Spring 2014 exit surveys indicate that students are pleased with the Tutorial Center's services. One student wrote, "This is my 1st time. I was very pleased with the help I received." Another commented, "The tutors are freaking amazing by the way! Very No, extremely helpful! THANKS for all you do." Students primarily suggested that the Tutorial Center extend services through additional hours of operation and additional tutors. For example, "Stay open later," "additional hours," and "be open Friday!" In Fall 2014, the Tutorial Center added more hours of operation in the evenings and on Fridays to better meet students' needs. [Evidence: surveys and survey results]

Additionally, the Tutorial Center coordinators work with instructors to design support materials or tutorial sessions for specific assignments. For example, the coordinator designed an organizer for a political science essay assignment, which assisted students with the assignment and encouraged them to make appointments with a writing tutor. The coordinator also worked with a biology instructor to design tutorials that helped students prepare for timed writing. [Evidence: Poli Sci handout; timed writing handout]

Actionable Improvement Plans

Acquire library electronic resources (transition plan).

b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

The CCCC Library supports the college's mission to "foster critical, creative, and engaged thinking" and "support student success" by emphasizing information competency, intellectual independence, and lifelong learning skills in all students, regardless of their educational goals. An integral part of the library program is teaching information competency skills and enhancing this instruction across the curriculum and through a variety of venues.

Currently, the librarian implements information competency skills instruction in the following ways:

- 1) On-demand instruction is a teaching and learning activity in which the librarian instructs students in the location of print and electronic materials, clarification of their topic assignment, use of the library catalog, construction of effective search strategies, awareness of ethical practices, and assistance in citing sources. This occurs in face-to-face, e-mail, and phone interactions. Increasingly, students are requesting formal research sessions where a time is set to meet with the librarian and participate in extended research assistance and information literacy instruction.

The librarian also answers directional questions, which can often lead to on-demand instruction. These transactions generally involve instructing students in how to use basic technologies and computer applications, including Blackboard, Word, image adjustments, printing services, and informing individuals of the location of services within and outside the library and how to access various library services.

- 2) The librarian collaborates with subject faculty to execute course-integrated classroom research instruction every semester. The librarian introduces students to the types of academic resources the library offers, teaches techniques to effectively search and evaluate these resources, and guides students in the value and techniques of citation. The librarian reserves a computer lab for each library research session, thereby providing students an optimal learning experience as they immediately interact with the resources and apply the skills introduced in the research session. Each semester the librarian sends an invitation to all full-time and adjunct faculty in both day and evening courses encouraging them to reserve a library instruction research session. Forms for requesting these sessions are always available in the library and from the Library's web site. [Instruction Request form].

- 3) The librarian recently added Library Skills 1: Research Skills, a one-unit transferable course, to the CCCC selection of courses. The librarian offered the course on campus in its first semester, but due to a shortage of classroom space, it has migrated to a distance education course. This change resulted in a 50 percent increase in enrollment and extends

this information competency instruction to all students regardless of their location.
[Research class flier]

4) The library provides an array of informational handouts: research database descriptions and remote access instructions, APA and MLA citation guides, faculty-collaborated subject guides for art resources guide, American Revolution, research process online tutorials, and librarian selected web sites. [Library database handout]

The Tutorial Center staff conducts outreach to faculty across the disciplines. At the beginning of each semester, the Tutorial Center coordinator invites instructors to collaborate with the Tutorial Center to promote student success. Tutorial Center representatives visit classes and present on tutorial services, learning styles, or specific writing concerns. [Evidence: beginning of semester e-mail; end of the year reports]

The Tutorial Center also provides instruction to help students gain information competency through on-demand workshops on MLA and APA formats and Avoiding Plagiarism. Students can meet one-on-one with a tutor, review a concept, and practice applying the concept to their own work. [Evidence: PPT?]

Self-Evaluation

CCCC meets this standard. The library provides both formal and informal methods of information competency instruction to students. On-demand instruction has increased 95 percent during the last four years. This complements the results of the 2013 Student Library Satisfaction Survey in which 95 percent of participants were “very satisfied or “satisfied” with the research assistance they received. During this same time span, directional questions have increased 71 percent.

CCCC Library Yearly Statistic Comparison		2010- 2011	2011- 2012	2012- 2013	2013- 2014
On-Demand Instruction					
	Total	1349	1665	1788	2624
	Average Daily	7	8	8	13
Directional Questions					
	Total	1575	1829	2063	2693
	Average Daily	8	9	10	13

Course-integrated library research instruction sessions have become a mainstay of information competency instruction on campus. Collaborative opportunities have strengthened between the librarian and subject faculty, resulting in focused sessions that highlight resources and information literacy skills that help students to accomplish their assignments and gain confidence in doing research. The librarian makes faculty aware of the value of a library research instruction session each semester through e-mail and print invitations and the availability of a request form accessible both on the library’s website and in the library.

Course-integrated library instruction sessions	2010-2011	2011-2012	2012-2013	2013-2014
Total # of sessions	72	73	74	72
Total attendance	2531	2262	2580	2351
# of Computer Lab Sessions	59	66	55	64
% of sessions using Lab	82%	90%	74%	89%
Citation Style introduction	72	69	58	76
Course Types	Art	Biology	Biology	Biology
	Biology	Child Development	Communication	Communication
	Business	Communication	Counseling	English
	Communication	Counseling	English	Health
	Counseling	English	Information Systems	Linguistics
	English	Information Systems		Counseling
	Information Systems	Political Science		

The majority of Faculty and Staff Accreditation Survey respondents recognized the library and learning support services instructional activities in information competency:

26. The College Center provides ongoing training for users of library and other learning support services to develop information competency			
<i>n</i> = 96, <i>M</i> = 4.47, <i>SD</i> = 0.65	Frequency	Valid %	Cumulative %
Strongly Agree	51	53.1	53.1
Agree	41	42.7	95.8
No Opinion/ Does not Apply	2	2.1	97.9
Disagree	2	2.1	100.0

The Tutorial Center outreach to students and faculty ensures greater awareness of available services. The Tutorial Center keeps records on the number of presentations that coordinators give to classes and students from semester to semester.

Tutorial Center Presentations by Semester					
	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014
Number of classes visited	19	13	16	13	TBD
Number of students reached	725	411	736	321	TBD

Tutorial Center staff note that faculty request fewer presentations in spring semesters than in fall semesters, and they work on continually encouraging faculty to promote tutorial services to their students even if they do not request a presentation.

Furthermore, the workshops offered in the Tutorial Center provide students with more individualized instruction about information competency and ethical use of source material. The Tutorial Center coordinators acknowledge the difficulty of segregating the variables that impact student success in order to measure the efficacy of any tutorial services. However, the coordinators are looking into ways to measure the efficacy of workshops in future semesters. Overall, data indicates that students who use tutorial services are more successful in class and have greater retention rates.

Table 1: GPA, success and retention rates of students using the Tutorial Center

Fall 2013	GPA	SUCC	RETEN
0-5 hours per term	2.28	70.0	94.9
5+ hours per term	2.61	77.2	95.3
No Tutoring	2.26	67.3	89.5
Spring 2014	GPA	SUCC	RETEN
0-5 hours per term	2.51	75.0	95.0
5+ hours per term	2.67	83.0	97.0
No Tutoring	2.34	67.0	90.0

Actionable Improvement Plans

None

c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

The library is open 56 hours a week in the fall and spring semesters and 39 hours a week during the summer session: Monday-Thursday 8:00 a.m.-8:00 p.m. and Fridays 8:00 a.m.-3:00 p.m.

Summer session hours are Monday-Thursday 8:00 a.m.-4:00 p.m. The days the library was open dropped in the years 2011-12 and 2012-13 due to the reduced length of summer session. In the future, the library anticipates being open sufficiently through all three semester sessions, particularly as summer sessions expand, in order to provide equity of access to all services.
[Library brochure]

The library's website offers access to resources and most services on and off campus at any hour. From the website, students, faculty and staff can access the online library catalog of print, media, and e-book sources. Almost all research databases and both e-book collections are available to students off campus. An EZproxy platform that requests the student/faculty identification number as username and password provides remote access to the e-books and research databases. Other services include the librarian's email for reference assistance, recommended websites, citation guides, online tutorials surrounding information competency instruction, and request forms for library research instruction sessions and book or media recommendations.

The Tutorial Center is open 35 hours per week during the fall and spring semesters. The center is open Mondays, Tuesdays, and Wednesdays from 10:00-7:00, Thursdays from 10:00-4:00, and Fridays from 10:00-12:00. Services are also available Monday through Thursday from 10:00-2:00 during the summer session.

In addition to services offered in the Tutorial Center, students receive assistance from embedded tutors in their classes. Embedded tutors attend classes, assist with class activities, and provide a link between the classroom and the center. The CCCC Tutorial Center piloted the embedded tutoring program during Fall 2013 and Spring 2014 and has continued the program in the following academic year. In Summer 2014, all basic skills classes had embedded tutors.
[Evidence: Brochure, embedded tutor agreement]

Students may access the open computer lab when the campus is open: Monday-Thursday from 7:30 a.m. to 8:00 p.m. and Fridays from 8:00 a.m. to 4:30 p.m. A full-time or part-time technician or student aid is available during these hours. All lab computer workstations offer Kurzweil 3000 text reading and e-book adaptable software. Additionally, two stations have Dragon Naturally Speaking software and a free downloadable Read Please rudimentary text reading program. Additionally, four computers offer Kurzweil software with scanning capability and two height adjustable tables to complete the special services for students in the computer lab.

Self-Evaluation

CCCC meets this standard. Students have access to a variety of resources and learning support services on and off campus. The library offers the online library catalog, which allows users to locate, request, and renew print books, DVDs and audio books from the CCCC collection, as well as an additional approximately 85,000 print books from the other district libraries. Research databases and e-books are accessible remotely, and the latter are available in the online library catalog and separately through both the *ebrary* and *e-books on EBSCOHost* databases. Upon receiving college status, CCCC will assume sole selection and fiscal responsibility for all electronic resources, which ensure remote accessibility.

The CCCC Tutorial Center accommodates many students' schedules by providing services during both day time and evening hours. In fact, the center increased hours of operation over the past several years to the current availability to ensure that more students have access to academic support. [Evidence: flier]

The 2014 CCSSE data indicates that academic support services are important to students. Out of 552 students, 39.6 percent responded that peer or other tutoring is "very important" and 32.6 percent responded that peer or other tutoring is "somewhat important." However, there is a contingent of students who are unaware of the availability of services. In response to the question "How often do you use the following services at this college?" 46.2 percent of respondents marked "Don't know/N.A." for peer or other tutoring and 49.1 percent marked "Don't know/N.A." for skill labs. These results suggest that students need more information about what services the Center offers. In response, the Tutorial Center staff has developed a marketing plan to improve outreach to students and faculty. In addition to outreach to faculty, the Tutorial Center advertises services through campus signs, slides on television screens, and the *Write Now* newsletter, which tutors post outside of the center and in Academic Center Two. The Tutorial Center also advertises services by participating in campus events, such as Rocktoberfest and Spring Extravaganza. [Evidence: marketing plan]

Actionable Improvement Plans

The Tutorial Center will develop online tutorial services for distance education students.

d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

The library has a Radio Frequency Identification security system (RFID) system and security gates in place in all four entries/exits to the library and tags all print and media resources. RFID hardware and material tagging provides a high level of security and functionality for the library and its users including immediate alert of items removed without being checked out, and ease of use with a self-check-out station available in the library.

The printers and copy machine in the library are on maintenance contracts, and the campus computer services technicians maintain staff and student computers (hardware and software) and update all the software and security packages.

The district libraries moved to OCLC's WMS Integrated Library System in Fall 2014. This cloud-configured system provides location and availability information for all print, media and e-book materials in all four libraries with an improved user side interface that features federated searching and book jacket covers. Interlibrary loan services, cataloging services, and acquisitions, serials, cataloging, and circulation modules complete this system that allows CCCC to execute the enhanced services required of a college campus. The system's cataloging and statistics functions are useful for efficient processing of materials as well as ongoing monitoring of the age, growth, subject ratio/balance, and use of collections.

Campus police provide security for the library and other learning support services.

In the Tutorial Center, even though tutoring takes place in multiple rooms, windows between the rooms ensure that the coordinator has line of sight of all tutoring and that the center is in compliance with Title 5 supervisory requirements.

Self-Evaluation

CCCC meets this standard. The RFID security system provides adequate protection of library resources. Local maintenance and IT computer services regularly service all library and learning resources needs. Campus police services provide quick and effective response to security issues.

Actionable Improvement Plans

None

e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

The library does not outsource any of its functions or services. It does have an inter-district loan arrangement and consolidated district online library catalog which allows students, staff and faculty to borrow circulating print materials from all four libraries districtwide. Agreements also exist for maintenance of the library’s security equipment and related software. [3M maintenance agreement]

Our campus shares in the Council of Chief Librarians, California Community Colleges Electronic Access & Resources Committee (CCL-EAR) - contractual agreements with electronic database vendors who provide subscriptions to a vast array of resources at negotiated prices.

Self-Evaluation

CCCC meets this standard. The library provides all services in-house, records and maintains contractual agreements for library equipment, and systematically evaluates the program and services through the program review process. The California Community College’s Library consortium regularly reviews and evaluates vendors of electronic sources and negotiates pricing for California Community College libraries. Their minutes and evaluations are available online. [<http://www.cclibraries.org/committee/members.html>]

Actionable Improvement Plans

None

2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The library and other learning support services undertake ongoing evaluation processes in order to assure that student learning needs are being adequately met and that all services, programs, and resources are relevant and timely.

The library is currently updating its program review, which will be submitted in Fall 2014. This process thoroughly assesses the effectiveness of library collections, services, equipment, and facilities. Program and student learning outcomes have been articulated and aligned to the general education learning outcomes. [SLO/PLO/GELO chart]

The library collects usage data throughout the year and compiles it daily, weekly, monthly, and annually. The data includes library attendance, circulation statistics of all media types, materials acquisitions, on-demand and directional queries, course-integrated research sessions, reserve book use, study room and library computer use. The library carefully assesses this data and uses it to shape the current execution and future planning of library resources and services. It is important to note that in the primary areas of library services and resources usage data has risen, in some instances significantly, in the last four years. For example, attendance in the library facility has risen 32 percent, the circulation of print books has increased by 62 percent, requests for CCC's books from other district libraries has increased 100 percent, and the number of students using the library's study rooms has grown by 92 percent. [Library Statistics Comprehensive chart]

Excerpt from Library Statistics Comprehensive Chart

CCCC Library Yearly Statistic Comparison	2010-2011	2011-2012	2012-2013	2013-2014
ATTENDANCE				
Total Attendance	65439	81322	75556	86056
Average Daily	322	411	378	414
CIRCULATION				
General	1764	3099	2938	2866
Average Daily	9	16	15	14
INTRALIBRARY LOANS				
Received from district libraries	83	86	68	158
Requested by district libraries	46	86	69	92
STUDY ROOMS				
Total Attendance	2748	4436	4743	5279

The CCCC Tutorial Center tracks students via the SARS Trak program. When students log in and out of SARS Trak, the program records students' identification numbers, courses, and time spent in the Tutorial Center. With the SARS Trak data, the Tutorial Center keeps records on student usage and demand. In Spring 2015, the Tutorial Center will switch from using SARS Trak to using Tutor Trac as it allows for even more detailed data collection and reports. Furthermore, Tutorial Center staff work with the campus institutional researcher to track students' grade point averages, persistence and success rates, which they then compare to appropriate control groups. The Tutorial Center directors report statistics for the Tutorial Center annually to campus administration, including the campus president. [Evidence: End-of-the-year report, Stats from Michelle]

The CCCC Tutorial Center evaluates services through systematic assessment of student learning outcomes and program review. While under the purview of Reedley College, the Tutorial Center measured student learning outcomes for Tutorial Center courses, Interdisciplinary Studies 300 and 301, English 272, 72, and 72A, under two separate program review cycles: the Tutorial Center Program and the Writing Center Program (part of the English Program). The CCCC Student Learning Outcomes/Program Review Committee determined in Fall 2013 that moving forward, the CCCC Tutorial Center faculty and staff will assess services under its own independent program review, encompassing all aspects of the Tutorial Center's services. The Tutorial Center submitted its annual Program Review update under this new program in Spring 2014 under the guidance of the campus Student Learning Outcomes Coordinator. [Evidence: SLO documents, SLO/PR Annual Update for 2013/14, English Program Review, SLO/PR Committee meeting minutes from FA13]

Furthermore, the Tutorial Center staff conduct additional surveys to gather information about students' experiences in the Tutorial Center and their perceptions of their growth. In Spring 2013, the Institutional Researcher assisted the Tutorial Center with surveying students. Since then, the Tutorial Center faculty and staff have developed their own measurements of students' perceptions and the efficacy of tutorial services with an exit survey. The Tutorial Center staff use all survey results to better understanding students' perceptions, experiences, and needs; to inform tutor training; and to plan for future program growth. [Evidence: IR survey and exit surveys]

Self-Evaluation

CCCC meets this standard. The institutional commitment to the program review process benefits the library and learning support services. Comprised of annual reports and five year program reviews, these evaluations provide information essential for the continued progress and improvement of library resources and services. A consistent evaluation of library program and student level outcomes can assure an effective library program. The CCCC library will design an assessment tool to evaluate the student learning outcomes for on-demand instruction in Spring 2015.

Librarians, with the assistance of the Institutional Researcher, designed a survey for course-integrated library instruction sessions at CCCC, Reedley, and Madera libraries and executed it in Spring 2011. The six questions on the survey assessed library student learning outcomes articulated for these sessions, which correlate with two of the library's program level outcomes. Sixty percent of the students surveyed indicated that the librarian had introduced them to the

library's resources for the first time. After the session, students demonstrated significant learning in two of the library student learning outcomes for course instruction sessions: those that measure the ability to understand the scope of content and effectively search the online library catalog and research databases. Student participants had less understanding of the appropriate use of keyword searching, which the librarian now emphasizes through definition and application in the instruction sessions. Questions in the survey that measured a third student learning outcome reflected an inconsistent pattern of responses and ambiguous nature of the questions. The librarians decided that these questions needed revision for future assessment. Almost 97 percent of these students were satisfied with the course-integrated instruction session and approximately 90 percent indicated they would use the information for future assignments and term papers, which reflects a level of student satisfaction and measure of success in "recognizing the need for information to accomplish academic, professional and personal objectives," which is a library program level outcome. Working with library staff, the Institutional Researcher redesigned the survey, and CCCC distributed it to students in a sampling of Fall 2013 and Spring 2014 course-integrated sessions. The librarian and Institutional Researcher are currently compiling and analyzing the results.

Library staff distributed the Student Library Satisfaction Survey in Spring 2013 via email and from the library website. In addition to findings discussed in other parts of this self evaluation, other notable conclusions include:

- The number one reason for visiting the library was seeking a quiet place to read or study, followed by the use of study rooms and checking out circulating books.
- Thirty-seven percent of students visited the library two or more times a week.
- Students valued the intra-library loan services with a combined 94 percent indicating they were very satisfied or satisfied.

Students were least satisfied with the noise level in the library, and as a result of this finding, the library staff has striven to keep noise at a minimum level.

The Tutorial Center meets this standard by conducting evaluations and reviewing its program every semester, including and going beyond SLO assessments. For instance, Tutorial Center staff came to the conclusion that past SLO assessments of English 72, which they conduct via tutor evaluations, did not provide enough data. As a result, in Spring 2014, the Tutorial Center Coordinator increased evaluations so that she assessed tutors twice during the semester. Doubling the evaluations provided the coordinator with more data and with the opportunity to assess tutors' improvement. Based on this new assessment, the coordinator created more specific curriculum and training for tutors to use in Summer 2014. [Evidence: results, summer curriculum arc?]

In Spring 2014, the Tutorial Center faculty and staff developed exit surveys to gather more data from students about their experiences in the Tutorial Center. Most Tutorial Center surveys indicate that students are satisfied with existing services, but that information help Tutorial Center coordinators further develop the program. In these exit surveys, students indicate the concept they wish to review, rate their understanding of the concept both pre- and post-tutorial, give feedback about their tutors' engagement, and offer suggestions or comments. The exit surveys generated more specific data about students' perceptions of their own learning and the subjects they most often review. Most students wrote positive feedback on the exit surveys. The

suggestions for improvement generally referred to more hours of operation or more tutors. Students appreciate the services and simply request more of them. Also, students rated their understanding of concepts pre- and post-tutorial. In these cases, the tutor encouraged students to do the pre-tutorial rating before they began discussing the concepts in order to get a more accurate sense of students' perceptions of their learning growth. On average, students indicated they increased their understanding of the concept 1.66 points on a 5 point scale.

Results from the Institutional Researcher's 2013-14 report of GPA, success, and retention rates for students who use tutorial services indicate that those students benefit most when they spend five or more hours per term meeting with a tutor. The Tutorial Center faculty and staff will include that data in planning for future outreach and increasing students' usage of services. [Evidence: SLO/PR reports, annual reports, tutor evaluations?]

Actionable Improvement Plan

None

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

Clovis Community College Center (CCCC) adheres to State Center Community College District (SCCCD) Board Policies, Personnel Commission Rules, and Administrative Regulations that provide the basis for the hiring processes involved in the hiring of the three types of personnel: faculty, classified professionals, and management. Criteria used for the selection of the specific staff includes planning documents (e.g., Educational Master Plan, Strategic Plan, Program Review, Enrollment Management Plan, Technology Plan, Student Success Plan, Facilities Plan), along with budget considerations. Evidence: Board Policies, Administrative Regulations, Integrated Planning Model (to be developed)

The SCCC Human Resources Office, which the Vice Chancellor, Human Resources, oversees, coordinates the hiring of staff. In collaboration with the college and center sites, the district develops job announcements that clearly and publicly state the criteria, qualifications, and procedures for selection of personnel. The district markets job announcements by distributing them through a variety of means, including the internet (<http://www.sccd.edu/employment>),

newspaper and journal advertisements, and the use of a number of specialty publications to solicit job applications from underrepresented communities.

All employees meet or exceed the minimum qualifications for the positions they hold. All part-time and full-time faculty as well as academic administrators meet or exceed the minimum qualifications established by the Board of Governors of the California Community Colleges. The Board of Governors relies primarily on the advice of the Academic Senate for the California Community Colleges in establishing these requirements. The California Community Colleges Chancellor's Office publishes these educational requirements in the document titled "Minimum Qualifications for Faculty and Administrators in California Community Colleges."

(http://extranet.cccco.edu/Portals/1/AA/MinQuals/MinimumQualificationsHandbook2012_2014.pdf)

The SCCC's Administrative Regulations specifically describe the procedures for recruitment and employment of college faculty, first-time part-time faculty, classified employees, and administrators. A document entitled "Procedures for Recruitment and Employment of College Faculty" details the procedures for hiring full-time faculty. (AR 7120, 7121, 7215, 7220, 7223, 7230).

During Fall 2014, CCCC employed 50 full-time faculty members, 41 of whom are teaching faculty, seven counselors, one nurse, and one librarian. The Center also employs 39 full-time classified professionals, 11 permanent part-time classified professionals, one classified professional at 40 percent, one confidential employee, eight full-time administrators, and one administrator on a 0.5 shared-time basis with Reedley College.

The Center has established a process for determining certificated staffing positions due to retirement, transfer, or resignation. The department chair of the area in which there is a vacancy may request a replacement position by completing the Certificated Staffing Request Form validating the need to replace the position. All department chairs discuss the proposal for replacement, recommend that the President either support or deny the replacement position, and recommend in priority order the positions to the President. The President approves position proposals and in turn makes the final recommendation to the SCCC Chancellor, who grants final approval prior to the Board of Trustees' hiring vote. (AR 7120, Certificated Staffing Request Form 2014-15)

Each fall the district office determines the number of new full-time faculty positions allotted to CCCC for the following academic year through an analysis of the budget and campus needs utilizing the President's Cabinet. Faculty begin the process for determining the priority of new and vacant positions by completing the Certificated Staffing Request Form. On the form, faculty indicate the description and rationale for the position, which aligns to the various planning documents, such as the Staffing Plan, Program Review, Educational Master Plan, and Student Services Plan. The Certificated Staffing Request also includes a data set provided by the Institutional Researcher to justify the need for the position. The department chairs review and prioritize the requests at one of their bi-monthly meetings held during the fall semester. The department chairs forward the priority list to the President for consideration at the next President's Cabinet meeting. The College Center Council reviews the priority list before the

President makes the final recommendation to the Chancellor. So-and-so requests these positions on the People Admin website accessed from the SCCCD Human Resources link, and the Dean of Instruction or the Dean of Student Services, Vice President of Administrative Services, Vice President of Instruction and Student Services, and the President approve them. Upon receiving the district Vice Chancellor of Human Resources' approval, the recruitment process commences. (evidence: Certificated Staffing Request Form 2014-15, 2013-14 Certified Staffing Proposal- Department Chairs, Academic Hiring Requisition Form, AR 7120, Department Chairs Meeting Minutes.)

As per Administrative Regulation 7120, the hiring process for college faculty begins with a section on philosophy describing the goal of hiring qualified experts who are skilled in serving the needs of the student population that the district serves. The subsequent sections deal with equal employment opportunity training, process to determine the number of new faculty positions, job description and hiring criteria, search procedures, screening, selection and interview process, notification of applicants, and equivalencies (AR 7120).

SCCCD is a Merit System District. Therefore, a classified personnel director, who reports to the SCCCD Personnel Commission, coordinates the hiring of classified professionals. Three individuals compose the Personnel Commission. These individuals must be registered voters, reside within the State Center Community College District, and be "known adherents to the principle of the Merit System." The SCCCD Board of Trustees appoints one member of the commission; the Board of Trustees also appoints another member who the classified employees nominate; and those two members appoint the third member. [*Personnel Commission Rules 2-1, BP 8210*] As per Board Policy 7230, the Personnel Commission follows the Education Code guidelines for a Merit District as per Education Code sections 88080 and 88081 and other provisions of the Merit System Act found in Education Code 88060-88139 that the district's website outlines at (<http://www.scccd.edu/index.aspx?page=139>). The Personnel Commission first approves new and revised job classifications and then the SCCCD Board of Trustees approves them as well. The District Office of Classified Personnel maintains the job classifications (<http://www.scccd.edu/index.aspx?page=357>). The Office of Classified Personnel also maintains the eligibility list, the status of all classified positions, and the recruitment summary report (<http://www.scccd.edu/employment/>). The Personnel Commission presents an annual report to the Board of Trustees (<http://www.scccd.edu/index.aspx?page=139>). (Evidence: California Education Code 88080, 88081, 88087)

The SCCCD Board Policy and Administrative Regulations, BP 7120, 7230 and AR 7230, and SCCCD Personnel Commission rules document the policies and procedures for hiring classified professionals. The office of the Personnel Director receives application materials from candidates and verifies degrees and certificates and minimum qualifications, conducts tests as specific job descriptions require, and screens and interviews candidates in order to establish an eligibility pool. In-house employees may request lateral transfers. The Director of Classified Personnel forwards candidates from the eligibility pool to the position's supervisor and other interview panel members that the program area determines. The program area employees who interview the candidates verify experience and references. The Board of Trustees approves employment. The Director of Classified Personnel extends the formal offer of employment. (Evidence: BP 7120, 7230, AR 7230, Commission Rules)

As part of the recruitment process, the district collaborates with the college and center sites to develop job announcements that clearly and publicly state the criteria, minimum qualifications, and procedures for selection of personnel. The district Human Resources Office widely distributes job announcements and posts them on the Internet

(<http://www.scccd.edu/employment>). Human resources posts classified professional and classified management job announcements on a variety of websites of colleges, community groups, agencies and associations, as appropriate. For administrators, human resources places recruitment announcements in the *Chronicle of Higher Education* as well as several other publications and recruitment websites. Human resources posts full-time faculty job announcements on a variety of websites and in some publications including, but not limited to *EdJoin*, *HigherEdJobs*, and *InsideHigherEd*. Human resources also posts full-time faculty job announcements on a number of diversity sites such as Asian-jobs.com, disabledperson.com, blacksinhighered.com, hispanicsinhighered.com, wihe.com, and tribalcollegejournal.org. Human resources posts all positions on the California Community Colleges Registry's website.

The process by which the Center requests and fills new classified professional positions begins with the area manager completing the Classified Staffing Request form online in the NeoGov program. The Classified Staffing Request includes a description and rationale of the position. The rationale has various categories including relationship to the SCCCD Master Plan, recognized Clovis Community College Center planning document (e.g., Educational Master Plan, Strategic Plan, Program Review recommendations, Facilities Plan), and new program/service or growth opportunity. The area manager, the Vice President of Instruction and Student Services, the Vice President of Administrative Services, and the President approve the form. The President makes the final recommendation to the Chancellor and the Board of Trustees. Once the Board has approved the positions, the Personnel Commission initiates the hiring process. (Evidence: Classified Staffing Request Form)

The process for filling vacant classified professional staff positions is identical to those of new classified staff using a Classified Staffing Request form that the manager completes online in NeoGov. The President's Cabinet uses the form as the basis for discussion and consideration of replacement based upon the current and future support services and facility needs.

The district Human Resources Office coordinates the hiring of certificated positions with significant input from the college community in terms of minimum qualifications, selection criteria, and duties and responsibilities. The Chancellor approves all requests to fill administrative vacancies. The district's website describes the application process: <http://www.scccd.edu/index.aspx?page=83>. Board Policies 7250 and 7260 and Administrative Regulations 7220 delineate procedures and processes used in the recruitment and hiring of administrators (Evidence: BP 7250, 7260 and AR 7220). The job descriptions include the minimum qualifications for educational administrators that the Board of Governors of the California Community Colleges established and adopted (Title 5 Section 53420). However, the Board of Governors and the district allow qualifications to be set that exceed the minimum qualifications.

In terms of hiring criteria for classified employees, the Personnel Commission works closely with the administration in determining the criteria for hiring the employees, with faculty and administration jointly developing hiring criteria and job descriptions for certificated employees as per Administrative Regulation 7120. The senior level administrator of the site, in conjunction with the Chancellor, determines administrative hiring criteria as per Administrative Regulation 7220. Employment of confidential employees is pursuant to Personnel Commission rules (chapter 5), with faculty and administration determining student hiring criteria. (Evidence: AR 7120, 7220, 7240)

Self Evaluation

CCCC meets this standard. The district hires qualified faculty, administrators and staff who it selects according to Board Policies, Administrative Regulations and the Personnel Commission rules, all of which comply with the Education Code and Title 5 hiring requirements.

SCCCD is one of five merit districts in the California Community College System. Since 2005, the district has completed a transition plan to permanently employ part-time classified staff whom it previously had hired as temporary employees. Additionally, the district hired a full-time, permanent Director of Classified Personnel in 2006; therefore, the Human Resources Office no longer supervises the Office of Classified Personnel. The Human Resources Office has developed a list of personnel requisitions received to fill vacancies (<http://www.sccd.edu/index.aspx?page=83>). The district continues to fill vacancies to the extent that it can make funding available.

In collaboration with faculty, staff, and the College Center Council, CCCC has developed a comprehensive Staffing Plan that supports the additional operations and services that the Center will provide when it becomes a fully accredited institution. The Staffing Plan contains a certificated full-time faculty staffing plan that reflects the future growth of the instructional programs based upon the Educational Master Plan. This group also completed a description of the current staffing areas for the student and business services support at CCCC, along with a detailed Administrative-Management-Classified Staffing Plan, which lists the existing staff and additional staff needed through the transition to initial accreditation. The Center has already filled several new positions based on this plan, with more hiring scheduled for 2015. (Evidence- Staffing Plan, Ed Master Plan).

As part of the future Staffing Plan, the Center established a priority system that identifies the positions' ranking (high, medium, and low) according to their importance to the support of CCCC once it achieves initial accreditation status. The process to determine the priority system included dialogue through the President's Cabinet, department chairs, and the College Center Council, which approved the final Staffing Plan. The College Center Council forwarded the plan to the President, and she gave it final approval. CCCC has filled new positions based on this priority system. These positions included five full-time faculty, two Office Assistant III, a Financial Aid Assistant II, a Curriculum Analyst, an Administrative Assistant, an Accountant/Auditor, two custodians, an Instructional Technician General Science, the Director of the Herndon Campus, and the Director of Student Success, Equity, and Outreach. The Staffing Plan also changed the Institutional Researcher position from part-time to full-time. (Evidence: Agendas/minutes of CCC meetings- Fall 2014 semester)(Staffing Plan)

The district has made significant progress in providing adequate resources available for the Clovis Community College Center as it progresses to full college status. The district allotted CCCC approximately 1.2 million dollars from the reserve to hire five faculty, twelve classified staff, and one classified staff at 50 percent. When CCCC becomes Clovis Community College, the site will receive additional state funding.

An accreditation survey conducted in Fall 2013 included a question relative to the criteria, qualifications and procedures for selection of personnel. In response to the question “The criteria, qualifications, and procedures for hiring employees are clearly stated and followed,” 97.8 percent of the respondents indicated that they strongly agreed or agreed with the statement. (Accreditation Survey 2013, Question 28)

Actionable Improvement Plan

None

b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

For the types of personnel that SCCCDC employs, SCCCDC, Board Policies, Administrative Regulations and contract language describe the evaluation protocols for each of the groups.

“The Board recognizes the importance of regular, constructive and honest evaluations of all employees... Accordingly, each employee will be regularly evaluated by his or her immediate supervisor in accordance with any applicable Education Code, collective bargaining agreement provisions, and Personnel Commission rules.” (Board Policy 7125)

The agreements between the State Center Federation of Teachers and SCCCDC describe the evaluation processes of full-time (contract and tenured) and adjunct faculty. (July 1, 2012-June 30, 2015 Full Time Faculty Agreement, Article XIII, Sections 1 - 3; July 1, 2012 – June 30, 2015 Part-Time Faculty Bargaining Unit, Article XII, Section 1, AR 7122)

Board Policy references the agreement in the human resources section of the board policies and administrative regulations. The evaluation procedures and criteria contained in the faculty agreements provide the basis for all of the forms used in the evaluation process. Both the Academic Senate and the State Center Federation of Teachers approve modifications to the forms. The President’s office keeps records of evaluations. (Tenure Review/Evaluation of Contract Employees Packet, BP 7125)

Contract faculty have a four-year probationary period for tenure review to “ensure that students have access to the most knowledgeable, talented, creative and student-oriented faculty available.” A contract employee’s evaluation committee consists of three members, including two tenured faculty from the department (from the contract employee’s discipline, whenever possible), and the immediate supervisor or his/her representative. Faculty evaluations include five primary areas: Duties and Responsibilities Evaluation that the immediate supervisor conducts as outlined in AR7122; Records Evaluation including review of classroom records, syllabi, grading criteria, etc.; Professional Activities Evaluation that the contract employee completes; Self-Evaluation that the contract employee completes; and Relevant Input from outside the formal evaluation process such as signed student complaint forms. In addition, the evaluation process establishes evaluation criteria that must include student evaluation remarks, professional responsibilities, and classroom teaching observations. The Reedley College Faculty Evaluation Form outlines the classroom evaluation process. (Agreement between State Center Community College District and State Center Federation of Teachers, Local 1533, CFT/AFT, AFL-CIO, Reedley College Faculty Evaluation Form)

The bargaining agreement between the union and the district, mentioned above, outlines the evaluation of tenured faculty. A peer reviewer and the immediate supervisor make up the tenure evaluation team that evaluates tenured faculty every three years. Tenured faculty meet with the evaluation team to determine an evaluation plan. The plan must consist of a classroom evaluation including student questionnaires administered in two different courses or two different sections of the same course at a minimum. The classroom evaluation utilizes the Reedley College Faculty Evaluation Form. It also includes a written peer review, student evaluations, unit member self-evaluation, and the immediate supervisor's evaluation, as well as suggestions for improving the performance of the unit member. The immediate supervisor prepares the written summary evaluation report. The summary evaluation takes into account the peer reviewer's written report as well as the results of each of the evaluation elements. (Agreement between State Center Community College District and State Center Federation of Teachers, Local 1533, CFT/AFT, AFL-CIO, Reedley College Faculty Evaluation Form)

The collective bargaining contract between AFT and the district for 2012-2015 contains the process and criteria for part-time faculty evaluation. Full-time faculty or an administrator evaluate part-time faculty using the same faculty evaluation forms (which students complete) and classroom observation forms (which a faculty peer and/or administrator completes) that the Center uses in the evaluation of full-time faculty. [Evidence: Agreement Between State Center Community College District and Part time Faculty Bargaining Unit, State Center Federation of Teachers, Local 1533]

The agreement between SCCCD and the California School Employees Association (CSEA) Chapter #379 describes the evaluation process for classified bargaining unit employees. [Classified Staff Contract *July 1, 2012– June 30, 2015, Article 21*]. The Human Resources Office initiates the evaluation process for classified bargaining unit employees and distributes, collects, and monitors the Classified Employee Evaluation forms for classified personnel. The Center’s managers rate classified professionals on at least 23 factors relating to the employee’s performance of the duties and responsibilities described in the board-approved job description. The evaluation also includes written identification of strengths, deficiencies, areas needing

improvement, progress achieved since the last evaluation and goals. CCCC managers evaluate probationary classified professionals at the end of their second and fifth months of service. Managers evaluate permanent classified professionals at least once a year. The district's Human Resources Office maintains records. The district, as indicated in the CSEA contract Article 21.B.2, determines the evaluation form.

Managers evaluate confidential employees three times during their first year of employment and then once a year for the next three years. Subsequent evaluations may occur at any time deemed appropriate by the immediate supervisor, but not less than every two years. (Personnel Commission Rule 13-3)

The Personnel Commission rules 13-3(b) describe the evaluation process for classified managers. Historically, a classified manager's immediate supervisor evaluates him or her on the same form used for classified non-managers plus additional factors such as direction of personnel, scheduling and coordinating, and leadership. The district's Human Resources Office also maintains these records. The evaluation takes place during the third, eighth and eleventh months of the first probationary year, and once a year for the following three years. Thereafter, the evaluations take place no less than every two years.

Board Policy describes the evaluation process for academic management. [BP and AR 7125] The policy describes the frequency of evaluations which are based on how well the employee is performing the duties and responsibilities contained in the board-approved job description. The evaluation of a dean of instruction has three components: Performance Evaluation Survey, Self-Evaluation, and Summary Report (memo). So-and-so evaluates administrators annually for the first two years of employment and after that at least once every two years. The full-time faculty and classified staff that academic administrator supervises complete a performance evaluation survey. The Self-Evaluation includes comments on any major accomplishments since the last evaluation or since hired; strengths and challenges in the areas covered in the Performance Evaluation Survey and in the duties and responsibilities of the position (course scheduling, monitoring enrollments, program/department leadership and coordination, faculty and staff evaluation, budget development and monitoring, etc.); and goals for the upcoming year(s). The intent is to highlight accomplishments, strengths and areas where improvement is possible. The Vice President of Instruction and Student Services writes the Summary Report using the Administrators Evaluation form and includes an analysis of the summarized survey findings and comments, the self-evaluation, and his/her own performance appraisal. So-and-so completes these evaluations every two years. The President's office keeps all evaluations. (BP and AR 7125, Administration Evaluation Form, VP Letter for Evaluation for Faculty and Staff)

Self Evaluation

CCCC meets this standard. At the beginning of each fall semester, the Office of Instruction coordinates a workshop for all contract faculty subject to tenure review and their evaluation committee members to review the contract employee evaluation process. Administrators and full-time faculty evaluate all full-time and part-time faculty in accordance with contract language. The administration has devised spreadsheets to monitor this process, and with the assistance of full-time discipline faculty, has evaluated all adjunct faculty in a timely manner. This tracking mechanism has helped the college evaluate faculty within contract

parameters. This tracking mechanism “flags” those tenured and part-time faculty members whom administrators and/or faculty have not been evaluated according to their respective contract timelines. (Tenure Track Evaluation List, WI Adjunct Evaluation list for 2013-2014)

The district is responsible for sending out the Classified Employee Evaluation form. The district sends evaluations to managers in adherence to the bargaining unit agreement. (Evidence: Classified Staff Contract July 1, 2012– June 30, 2015, Classified Evaluation Form)

The vast majority (over 93 percent) of the respondents to the Center’s Accreditation Survey answered “agree” or “strongly agree” to the statement: “Job performances are evaluated regularly and systematically.” Over 92 percent answered “agree” or “strongly agree” to the statement “Job performance evaluations are conducted in an equitable and constructive manner.” (Accreditation Survey 2013, Questions 37 & 38).

Actionable Improvement Plan

None.

c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those outcomes.

Descriptive Summary

Clovis Community College Center faculty are involved in creating and assessing student learning outcomes as a part of the ongoing process to improve students’ education. As each department has completed the first cycle of program review, the Cycle 3 Program Review Handbook has required it to put into place student learning outcomes as part of its curriculum, program descriptions, and course outlines. The second cycle of program review added the development of program-level student learning outcomes to each program. Faculty mapped previously identified course-level student learning outcomes to these newly developed program-level student learning outcomes. The third cycle of program review requires assessment of the program-level student learning outcomes developed in Cycle Two. Faculty fill out standard forms as part of the Program Review report to describe the results of program-level student learning outcomes assessment. After the description of those assessments, faculty include a summary of changes and/or planned changes in the program pedagogy, curriculum, student learning outcomes, and/or facilities that result from this assessment.

The full-time faculty contract addresses student learning outcomes. According to the contract, faculty evaluation includes, “Responsive to the educational needs of students by exhibiting sensitivity to student goals and aspirations” and “Evaluation of student progress in keeping with the course objectives and institutionally adopted course outlines.” The classroom observation form includes the question “Teaches course in compliance with syllabus and course outline,” and the student questionnaire of faculty evaluation includes the question, “The instructor met the stated objectives of the course.” (Full Time Faculty Contract 2012-15, 219 Art. XIII § 1.E. 1.a and 3.h; 111; 116: Faculty Evaluation Summary of Classroom Observation Form, Student Questionnaires for Faculty Evaluations)

Article XIII of the full-time faculty contract for 2012-2015 addresses “Duties and Responsibilities Evaluation.” In part, this sections states, “Immediate supervisor conducts a ‘duties and responsibilities evaluation’ in accordance with District Policy.” Administrative Regulation 7122, number 13, also requires faculty to assess SLOs: “Make systematic evaluations of student progress consistent with established student learning outcomes.”

The collective bargaining contract between AFT and the District for 2012-2015 contains the process and criteria for part-time faculty evaluation. Article XII.1.B.5.a states classroom teachers will be evaluated based on “evaluation of student progress in keeping with course objectives and adopted course outlines.” There is no change in this language from the previous collective bargaining agreement in 2009-2012. Also, AR 7122 delineates the responsibility of faculty to participate in assessment of student learning outcomes. (Duties and Responsibilities, Evaluation of Contract Employee By Administration form, AR 7122)

Self Evaluation

CCCC meets this standard. The Center uses placement tests and counseling to ensure that counselors place students in the proper course, as well as encourage the students to take advantage of tutoring opportunities to maximize their chances of succeeding. When a necessary course does not exist, faculty develop new courses to meet the students’ needs. For example, faculty developed a learning community that combined an Information Systems with an English class to assist students with their English language skills. Another example of meeting students’ needs was when the math department offered a compressed math sequence to include Algebra I the first 9 weeks of the semester and Algebra II the second 9 weeks. This resulted in students having 2 hours of math daily, increasing student success and accelerating completion of the math sequence towards transfer. (Evidence: class schedules)

Each discipline or operational area conducts the program review process every six years. The Program Review Coordinator in conjunction with the Vice President of Instruction and Student Services, Dean of Instruction, and Dean of Student Services maintain the schedule. Program Review is a three-semester process as outlined in the Program Review Cycle Three Handbook. (Program Review Cycle Three Handbook)

The fourth cycle of program review is currently under way. For certain programs, it began in Fall 2014, with the final report and presentation due in the Fall 2015. This process is ongoing for all areas, including instructional, student services, and administrative, concluding in Fall 2020. The Program Review Cycle Four Schedule provides the campus timeline. (Program Review Cycle Four Schedule).

The faculty evaluation process includes a written summary by the supervisor that incorporates all the elements of the process: classroom visitations, student questionnaires, self-evaluation, review of prior evaluation recommendations, and anything else relative to the evaluation process. Each course has a course outline of record, which identifies specific course objectives and outcomes, as well as provides information concerning assignments, grading, and appropriate textbooks/resources. Faculty conduct student learning outcome assessments on an ongoing basis to meet the needs of students. In addition, the faculty tenure review process allows in-class observations and analysis of course materials by discipline experts to ensure that instruction is in

compliance with the course curriculum and district policies. The appropriate faculty administrator is responsible for conducting a Duties and Responsibilities Evaluation, which includes determination of AR 7122 requirements. One of those requirements is “13. Make systematic evaluations of student progress consistent with established student learning outcomes.” (Full-time Faculty Contract 2012-2015, Faculty Evaluation packet, AR 7122, Duties and Responsibilities Evaluation of Contract Employee by Administration Form)

For the past six years, the Duty Day, held prior to the opening of each semester, has included training on student learning outcome assessment, with faculty also utilizing Flex Days to develop strategies for measuring student learning outcomes as a department, as well as summarize the results of their surveys done throughout the previous semester. These sessions have encouraged the faculty to meet to determine what specific outcomes they want their students to meet. The faculty not only agree on what the outcomes should be, but also what tools they will use to measure if they achieve the said results. As an example, in Spring 2010, faculty spent part of their Duty Day working on course and program learning outcomes. Part of the session included presentations on student learning outcomes from faculty experts. After hearing the presentations, the faculty met in groups to discuss how they could apply these concepts to their individual areas of expertise. As a general rule, student learning outcomes allow instructors to identify which skills they want their students to show competency in, as well as making sure these skills are measurable. (Duty Days Agendas)

Faculty evaluate delivery methods for their effectiveness in meeting student needs through student learning outcome assessments, through faculty evaluations (including part-time faculty), and through the tenure review process. Students have opportunities to evaluate faculty through the student class surveys. The program review process is also an ongoing process where faculty regularly evaluate methods.

The institution’s faculty and administrators commit significant resources to curriculum review, course and instructor review, and student learning outcomes. Evaluation and refinement of courses and programs will ensure that the Center meets students’ changing needs. Faculty analyze appropriate delivery methods through the program review process, instructor evaluations, data from the Institutional Researcher revealing course completion rates, student learning outcomes assessment results, degree and certificate award rates, and transfer rates.

The Classified Employee Evaluation form does not specifically address student learning outcomes. Managers evaluate classified employees based on 23 factors contained on the form in accordance with the job description, which may include factors associated with the support of student learning. (Evidence: Classified Staff Evaluation Form)

As a final indication that CCCC meets this standard, the Accreditation Survey given to CCCC faculty and staff in Fall 2013 includes the following results pertaining to student learning outcomes:

- 93.8 percent of the faculty either strongly agree or agree that “The College Center facilitates an ongoing dialogue about improving student learning and institutional processes... [Question 3]

- 97 percent of the faculty either strongly agree or agree that “Student learning outcomes are considered in program review and institutional planning”. [Question 10.]
- 91 percent of the faculty either strongly agree or agree that “The College Center uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.” [Question 12]
- 93.6 percent of the faculty either strongly agree or agree that” Student learning needs are central to the planning, development, and design of new facilities. [Question 16]
- 93.7 percent of the faculty either strongly agree or agree that ”Appropriate information pertaining to coursework (i.e. course content, requirements, student learning outcomes) is widely available to students.” [Question 17]
- 88.1 percent of the faculty either strongly agree or agree that “Effectiveness in producing student learning outcomes is considered in the evaluation of faculty/staff responsible for student success. [Question 29]
- 89.7 percent of the faculty either strongly agree or agree that “The technology planning process is clearly connected to teaching and learning outcomes. [Question 53]

(Evidence: WICCC Accreditation Survey 2013)

Actionable Improvement Plan

None.

d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

Clovis Community College Center and the State Center Community College District uphold the written codes of professional ethics for all their personnel—faculty, classified professionals, and administrators—and for those working on behalf of the district—the Board of Trustees and the Personnel Commission. Board Policy 2715 contains the Board of Trustees Code of Ethics/Standards of Practice. The continuous diligence of all of these factions foster the ethical behavior across the entire district.

The State Center Community College District (SCCCD) has “Integrity” listed as one of its core values in Board Policy (BP 1200).

Board Policy 3150, “Code of Ethics—Administrators” that defines “Ethics,” includes a statement on the importance of ethics and describes the expectations for ethical behavior expected of managers. Administrative Regulation 3150 outlines the responsibilities of administrators, with guidelines relative to ethics including respect to the Governing board, profession, faculty, staff, students, and the community. (BP 3150, AR 3150).

The district does not have a written code of professional ethics for classified professionals; however, the CSEA contract Article 35D.2 does outline personal conduct which would be cause for disciplinary action. Also, the Education Code sections 88080, 88081, and 88087, covering

classified employees in a merit system, as well as the California School Personnel Commissioners Association (www.meritsystem.org) contain the philosophy and purpose of the merit system which includes ethical practices. (Evidence: Classified Staff Contract July 1, 2012– June 30, 2015).

The full-time faculty agreement which governs both faculty and counselors between SCCCD and the State Center Federation of Teachers (SCFT) for the years 2012-2015 includes under Evaluation Criteria-Professional Responsibilities, (a) Maintenance of ethical standards in accordance with American Association of University Professors (AAUP) ethical standards statement and (b) Demonstrates commitment to the profession (code of ethics). (Full-time Faculty Contract 2012-2015 Page 19-20, Article XIII.E.2 (b) and (d), AAUP Professional Ethics)

The part-time faculty agreement between SCCCD and the State Center Federation of Teachers (SCFT) for the years 2012-2015 includes under Article XII, Faculty Conditions, Evaluation of Faculty, that a part-time employee evaluation includes Maintenance of Ethical Standards as one of the criteria. (Part-time Faculty Contract 2012-2015, Page 11)

Self Evaluation

CCCC meets this standard. The Center and district uphold the written codes of professional ethics for all its personnel (faculty, classified professionals, and administrators) and for those working on behalf of the district (the Board of Trustees and the Personnel Commission).

The majority (95 percent) of the respondents to the CCCC Accreditation Survey noted that they either strongly agreed or agreed with the statement, “The College Center promotes high ethical standards for faculty, staff, and students.” (Question 36)

Actionable Improvement Plan

None.

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Descriptive Summary

Faculty

CCCC employs both instructional and non-instructional certificated staff, with 50 full-time faculty, including seven full-time counselors, one librarian, and one nurse. All full-time certificated faculty meet or exceed the minimum qualifications as determined by the Chancellors Office of California Community Colleges or by a college-based equivalency committee. Currently 24 percent of the full-time faculty hold a doctorate or a masters in fine arts degree and 100 percent hold master’s degrees. (Academic Senate Equivalency Committee Description)

As described above in section III.A.1a, once the President and the Chancellor approve new full-time faculty positions, the Center follows the Administrative Regulation 7120, “Procedures for Recruitment and Employment of College Faculty,” including the following major components:

1) district's philosophy towards hiring qualified highly qualified college faculty who are experts in their subject areas; 2) ensuring that Equal Employment Opportunity Commission guidelines are a part of the overall process in hiring faculty; 3) allocation of new and vacant positions through a well-defined process; 4) complete job descriptions; 5) well defined search procedures, 6) clear screening, selection, and interview processes; 7) proper notification of applicants and candidates; and 8) equivalency process if appropriate. (AR 7120)

In terms of future certificated staffing, the Academic Center Two complex, completed in Fall 2010, houses a state-of-the art Allied Health lecture and laboratory center. Due to budget constraints, the Center has not hired faculty to develop allied health programs, but it is pursuing external grant funding in order to support the development of a new allied health program. As mentioned earlier, the Center developed a Staffing Plan addressing the present and future growth needs through CCCC's initial accreditation as part of a response to the WASC Eligibility Committee upon reviewing the application for eligibility for candidacy. The Center will base future full-time faculty hiring decisions beyond 2014 upon future growth forecasts as outlined in the Educational Master Plan "Future Program of Instruction 2015-2025" data, which includes current and projected class sections, weekly student contact hours (WSCH), and full-time equivalent students (FTES). Also included in the Educational Master Plan is the section entitled "Determination of Future Space Needs" for the academic program of instruction for the benchmark year 2025. The section presents key elements that define future programs of instruction and identify the assignable (usable) square feet necessary to meet the academic space demands (lecture and laboratory space). Also, the Center has developed a Facilities Plan that addresses the future space needs for programs of instruction as well as student services and career technical programs. The Center and district will use the Facilities Plan to determine facilities to include in a future local bond measure. (Application for Eligibility, Educational Master Plan, Facilities Plan, Staffing Plan)

CCCC currently employs 178 part-time faculty, which is 78 percent of total faculty. This is typical while a center is growing towards becoming a fully accredited college; the Center prioritizes hiring more full-time faculty based on the above-mentioned Staffing Plan once ACCJC grants initial accreditation. For Fall 2014, CCCC hired five new full-time faculty based on the priorities in the Staffing Plan.

Administration

CCCC currently has the following administrative positions:

- President
- Vice President of Instruction and Student Services
- Vice President of Administrative Services
- Dean of Instruction
- Dean of Students
- Director of Technology (40 percent)
- Director, Herndon Campus
- Financial Aid Manager
- Director of Student Success, Equity, and Outreach

Administrators at all levels regularly attend scheduled training which updates them on various personnel and legal issues, new bargaining agreements, sexual harassment, discrimination, employment practices, and evaluation of employees. (Central 14 workshops 2011 – 2014, Training-Workshops (not Central 14) 2011-2014)

Support Staff

CCCC currently employs 44 full-time classified professionals and ten part-time support staff who support all areas of the campus and an additional classified position at 40 percent. In terms of future support staffing needs, the ACCJC—Western Association of Schools and Colleges (WASC) Commission Eligibility Committee also asked that CCCC address the adequacy of resources relative to support services. In response to that request, the Center has developed a staffing plan. The current staffing plan identifies the positions required to adequately staff the Center as it progresses to full college status. The President’s Cabinet regularly reviews the Staffing Plan. (Evidence: President’s Cabinet agenda and minutes)

CCCC provides some services to students in collaboration with Reedley College. Since CCCC has received initial candidacy status as Clovis Community College, it is transitioning to providing these services at the Center itself. Once the Center receives college status, it will complete the transition with the additional allocations from state funding and categorical funding from the California Community College Chancellor’s Office (CCCCO). The Center has developed a transition plan outlining this staffing level. (Staffing Plan)

As stated in section III.A.1, department chairs and administration conduct the process to establish priorities and recommendations for vacant and new certificated staffing positions in a collaborative manner. This process uses data included in the Educational Master Plan, Program Review recommendations, Staffing Plan, and Facility Plan.

The Center conducts evaluations of full- and part-time faculty, staff, and administration as per the respective contractual agreements of each unit and, in the case of administrators, administrative regulations, to ensure their effectiveness (see section III.A.1.b. above for specifics).

Self Evaluation

CCCC meets this standard. CCCC employs a sufficient number of qualified faculty, staff, and administrators with the appropriate credentials and experience to provide the high quality programs and services needed to support the Center’s mission. Furthermore, the Center has developed a staffing plan, based upon current and future data. This Staffing Plan will guide the institution as it moves towards initial accreditation status as Clovis Community College. This prioritized Staffing Plan reflects the need to increase the support services for the Center, as well as certificated positions supporting existing and new programs. Administrative positions listed in the plan also reflect the need to support the expansion of academic, career technical, and student support programs and services. The Educational Master Plan for CCCC growth calls for annual growth of 4.8 percent through the year 2025. It notes that the growth will not occur in a linear fashion but, due to the current recession, periods of growth and contraction.

Clovis Community College Center
 Growth Forecast 2008-2025

WILLOW INTERNATIONAL CENTER GROWTH FORECAST 2008 - 2025				
	HEADCOUNT	SEC	WSCH	FTES (SEM)
GROWTH RATE	4.8%	4.8%	4.8%	4.8%
2008	5,531	387	50,684	1,689
2015	7,659	536	70,185	2,339
2020	9,664	676	88,556	2,952
2025	12,193	853	111,737	3,725

Also listed in the Educational Master Plan is the “Profile of Future Program of Instruction” which provides a perspective on what the current curriculum would look like if extended forward, absent of new program development. Center faculty and staff used this data in the development of the Faculty Staffing Plan along with new program needs and program review recommendations.

The Educational Master Plan also projects future facility needs, which indicate that the Center will require additional space in all five of the key space categories as it continues to grow. (Educational Master Plan)

The Accreditation survey conducted in Fall 2013 of CCCC’s faculty, staff, and administration, validated assumptions that the Center has adequate staff to support its mission and vision.

In terms of student support services, the following accreditation survey questions validated the high quality of student support services that the Center provides:

- 93.5 percent strongly agreed or agreed with the statement “I am satisfied with the efforts by the Student Services Division to address the needs of our basic skills students” [Question 18].
- 95.9 percent strongly agreed or agreed to the statement “I believe the academic counseling services provided at the college Center are helpful to the overall success of our students” [Question 19].

- 91.3 percent strongly agreed or agreed that “Student support services at this College Center assure equitable access to all students by providing appropriate, comprehensive, and reliable services” [Question 23].

Center faculty, staff, and administration are concerned and aware of the need to hire more full-time faculty to better the ratio of full-time to part-time faculty. In response to the statement “The current ratio of full-time to part-time faculty provides for optimum student learning” only 27.9 percent strongly agreed or agreed, with 34.9 percent disagreeing and 33.7 percent strongly disagreeing. CCCC’s intent is to continue to hire additional full-time faculty based upon the staffing plan as the budgetary situation continues to improve. [Accreditation Survey, Results Book, Question 40]

Another concern about classified staffing is that of additional technology support. In response to the statement “The number of technical support staff is sufficient to provide effective service for faculty/staff,” only 55.6 percent responded strongly agree or agree, with 40.7 percent disagreeing or strongly disagreeing. The Center has addressed this support need by hiring an additional instructional technician for computer services. This brings the total to three part-time instructional technicians for computer services. A Network Coordinator position is part of the Staffing Plan for the Center as well as changing our current 40 percent position for Directory of Technology to a 100 percent position once CCCC receives full college status. [Willow International Accreditation Survey, Results Book, Question 58]

Actionable Improvement Plan

Continue to work towards implementing the ideal Staffing Plan for CCCC.

3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The State Center Community College District Board of Trustees has the ultimate responsibility for developing and establishing written personnel policies and procedures that it equitably and consistently administers in order to ensure fairness in all employment procedures. As noted in Board Policy 2419, the SCCCD Board of Trustees has the ultimate responsibility for adopting policies that “are authorized by law or determined by the Board to be necessary for the efficient operation of the District.” CCCC provides input in developing policies and administrative regulations through the campus President, who serves on the Chancellor’s Cabinet, and through the academic senate as mandated by AB 1725. These policies are in accordance with Title 5 of the California Education Code and other applicable laws. Board policies and accompanying administrative regulations, as well as collective bargaining agreements, contain these personnel policies and procedures. These documents are available on the district website. The Vice

Chancellor of Human Resources is responsible for ensuring consistent interpretation and application of these policies, regulations, and agreements. The appropriate bargaining agreements for each bargaining unit outline personnel procedures. Open dialogue between employee labor groups helps to ensure that personnel policies and procedures that the district and its colleges and centers equitably and consistently administer them. The district publishes and distributes copies of the faculty and classified contracts to all unit members. The Board Policy Manual and Administrative Regulations are located in the administrative office and the library. Board policies and administrative regulations are also available via the district website (<http://www.scccd.edu/index.aspx?page=374>). (Evidence: BP 2419 & 7000, AR 7000, Full Time Faculty Contract 2012-2015, Part Time Faculty Contract, Classified Staff Contract 2012-2015)

CCCC maintains and follows SCCCD polices regarding employment procedures. Furthermore, the college adheres to the district's policy on nondiscrimination, which is consistent with the federal and state mandates and guidelines on equal employment opportunity. Each respective administrator, dean, and supervisor is responsible for knowing and adhering to personnel policies as they relate to hiring, evaluation, tenure, promotion, and dismissal. As previously mentioned, all administrators attend training sessions on personnel policies to ensure that they also equitably and consistently administer these policies. (Evidence: BP 3410, AR 3410, Central 14 workshops 2011 – 2014, Training-Workshops (not Central 14) 2011-2014)

All bargaining units consistently monitor and intervene in cases where the institution may be violating fair labor practices and/or the negotiated contract. Administrative Regulation 3435 outlines a complaint procedure. (AR 3450)

CCCC produces a Faculty Handbook that contains information related to the policies and procedures of the district. Administration updates and distributes these handbooks each fall semester to both full-time and part-time faculty. These handbooks contain information on academic regulations, instructional procedures, student services, general college policies and procedures, as well as information on handling emergency situations. [2013-2014 Faculty Handbook]

Self Evaluation

CCCC meets this standard. The district ensures consistent and equitable application of personnel policies and procedures through regular communication with leaders of the unions and academic senates. Board Policies and Administrative Regulations related to human resources are available to all employees and the public through the district website, along with collective bargaining agreements.

Administrators at all levels attend regularly scheduled training sessions that the district Office of Human Resources leads to keeps them up-to-date on various personnel issues, legal issues, the new bargaining agreements, sexual harassment, discrimination, employment practices, and evaluation of employees. In addition, the district Office of Human Resources distributes via e-mail to all administrators and managers a monthly news publication from the legal firm of Liebert, Cassidy and Whitmore that addresses current and pertinent education matters from the legal perspective. (Evidence: Central 14 workshops 2011 – 2014, Training-Workshops (not Central 14) 2011-2014, Monthly publication- Liebert, Cassidy, Whitmore)

All members of faculty screening committees receive training from the district Vice Chancellor Human Resources prior to serving on a faculty screening committee. This training covers topics such as federal and state laws that prohibit discrimination, sensitivity to diverse backgrounds, board policies regarding equal employment opportunities, how to construct interview questions, and confidentiality in order to ensure ethical, fair and consistent hiring practices. (Training Session Materials, 2013-2014)

AR 7120, Procedures for Recruitment and Employment of College Faculty, Section 6.3 indicates, "Each member of the Interview Selection Committee, including any community member having special expertise, must be certified by the District Equal Employment Opportunity Officer as having been instructed in Equal Employment Opportunity procedures within the past academic year." (AR 7120)

AR 7121, Procedures for Recruitment and Employment of First-Time Part-Time Faculty, Section 2.2, indicates, "All participants in the hiring process shall receive training in Equal Employment Opportunity procedures and shall become knowledgeable about the Equal Employment Opportunity goals of the District and its colleges." (AR 7121)

AR 7220, Administrative Recruitment and Hiring Procedures, have a specific section titled, "Equal Employment Opportunity." It states, "the Board of Trustees, Administration, Faculty, Classified and Confidential employees have the shared responsibility to ensure that Equal Employment Opportunity Commission guidelines are a part of the overall process of hiring Educational Administrators. All participants in the hiring process shall receive training in Equal Employment Opportunity Commission guidelines and procedures." (AR 7220)

In complying with board policy and Equal Employment Opportunity Commission guidelines, the district is committed to an effective hiring process that does not discriminate against any individual.

The faculty handbooks are useful resources as they outline appropriate procedures and forms. Administration updates these handbooks annually and distributes them as hard copies to new faculty at the fall semester Duty Day and posts them on the Center's website. (Evidence: 2013-2014 Faculty Handbook)

The accreditation survey conducted in 2013 listed a question relative to fairness of employment procedures, with the following results: 97.8 percent of the survey respondents strongly agreed or agreed that "The criteria, qualifications, and procedures for hiring employees are clearly stated and followed." [Willow International Accreditation Survey 2013, Results Book, Question #28]

The district has implemented a New Employee Orientation that all new hires must attend within six months of their hire date. The half day orientation covers such subjects as the mission, vision, and structure of the community college system, the structure, mission, and visions of the district, and where to access information that the employee may need in the future. The orientation also covers human resources topics, such as bereavement leave, catastrophic / sick leave bank, evaluation process, grievance process, pay and allowances, personal emergency / personal necessity leave, personnel files, probationary period, sick leave and vacations. The orientation

also covers environmental health and safety as well as emergency preparedness and many other topics.

CCCC implemented its own New Employee Orientation in Fall 2014. Administrators held two sessions on consecutive Friday afternoons covering topics such as the Academic Senate, Classified Senate, Associated Student Government, strategic planning, role of department chairs, student learning outcomes, program review, curriculum, budget, student support services, technology, library services, Tutorial Center services, and financial aid. [New Faculty and Staff Orientation Minutes 8-15-14 and 8-22-14]

The district has also created a New Employee Handbook which is part of the New Employee Orientation. The handbook is located on the district website at <http://www.scccd.edu/index.aspx?page=517> and is a valuable resource for employees to refer to in order to answer questions as they arise. (NEO Handbook 09-08-14)

Actionable Improvement Plan

None.

b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

The President's office houses the official personnel records of all academic staff. These files contain official evaluations, job performance-related data, directives, and any other personal communications. The district Office of Human Resources houses initial employment records, salary schedule and advancement information, and other documentation originating at the district.

The district Office of Human Resources houses all official personnel records for full-time and part-time classified professionals, confidential employees, and academic and classified management. These files contain initial employment records, job performance evaluations, and any written communication. All of the offices noted above are secure in that employees other than the appropriate confidential and/or human resource staff may not accessed them.

In accordance with their respective contracts and board policies and administrative regulations, faculty and classified professionals have the right to examine their individual personnel file at any time mutually convenient to the employee and the district. A union representative may accompany the unit member, if desired, or a union representative may inspect such materials individually with the written consent of the employee. Unit members may request pertinent information or material that bears upon their position be added to their file, if applicable. They may also request copies of any material from their file. [BP 7145, AR 7145, Full Time Faculty Contract 2012-15, Part Time Faculty Contract, Classified Staff Contract 2012-2015]

Also, in accordance with Education Code 87031, Administrative Regulation 7145 and applicable bargaining union contracts, information of a derogatory nature may not be placed in an

employee's personnel records until the employee has been given notice and an opportunity to review and comment in writing to that information. Any response by the employee to the derogatory materials must be placed in the official personnel file. (Ed Code 87031, AR 7145)

Self Evaluation

CCCC meets this standard. The district and the Center keep personnel files secure and confidential through the housing process identified above. In addition, employees have access to their personnel records in accordance with applicable laws and regulations. In order to ensure that all supervisors understand the nature of personnel files, the district Office of Human Resources has conducted training sessions for all managers in the district. The sessions include topics, such as the information that supervisors may or may not place in personnel files, the procedure for placing information in personnel files, and employee rights regarding their individual personnel files. The training sessions are not titled "personnel files"; however, the information is embedded in other human resource training sessions, such as "Managing Performance Through Evaluation," "Checking References: The Most Important Part of the Hiring Process," "Handling Grievances," "Community College District Human Resources Academy I" and "II." (Central 14 Workshops 2011 through 2014, Training-Workshops non-Central 14, 2011-2014)

Actionable Improvement Plan

None

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

An understanding and concern for issues of equity and diversity is embedded in the mission of the district, colleges, and centers as evidenced by the policies and practices that lead to the creation and maintenance of programs, practices, and services that support our diverse personnel. In order to attract a diverse professoriate, CCCC continuously strives to enhance equity and diversity through Board Policies, Administrative Regulations, and Center practices. Board Policy 3410 (Nondiscrimination) states that the district "is committed to equal opportunity in educational programs employment and all access to institutional programs and activities." BP 3420 (Equal Employment Opportunity) indicates the Board of Trustees' intent is in line with the California Legislature "to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds. The Board policy agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, and provides suitable role models for all students." Furthermore, Board Policy 3430 (Prohibition of Harassment) reflects the district's commitment to its diverse personnel by stating, "All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated."

The district and its colleges and centers implement and enforce Administrative Regulations outlining practices which support the board policies above. (Evidence: AR 3410, AR 3420, AR 3430)

CCCC provides an environment within which Associated Student Body clubs such as the Gay-Straight Alliance can flourish. The Center encourages administrative, faculty, and staff participation in activities that celebrate Cinco de Mayo, Women's History Month, Asian American Week, African American History Month, and others to enhance the appreciation of the diverse cultures that make up CCCC. [College Center Student Activities Calendar-2013-2014]

Self Evaluation

CCCC meets this standard. Proposition 209, passed by California voters in 1996, prohibits public institutions from discriminating against, or granting preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin. The broad interpretation given Prop. 209 by the California Supreme Court effectively outlawed the use of affirmative action plans in California community colleges. At the time, the Board of Governors directed staff to develop new regulations that would comply with the law but would maintain the maximum effort of achieving diversity in hiring. The California Community College Chancellor's Office responded with amended regulations in August 12, 2002, replacing affirmative action with equal employment opportunity, "EEO" planning and hiring requirements. Thus, the revised Title 5 EEO regulations retained certain proscribed pre-Proposition 209 approaches and practices.

These approaches have raised two concerns for community college human resource (HR) and EEO professionals. First, they have become dated. For nearly ten years the system has been without valid and accurate availability data, which are necessary to comply with the certification process of initial applicant pools required in the current regulations. Despite numerous efforts and the expenditure of tens of thousands of dollars, it has not been possible to develop valid and reliable data. Nor does the development of such data appear probable within the context of today's demographics and mobile society. Second, this process has also raised significant concern among district human resources directors that stopping a recruitment for lack of diversity could constitute a proposition 209 violation. Therefore, the current revision process aimed to modernize the regulations in terms of legal constraints, methods, and a focus on districts' practices, while retaining the commitment to increasing the inclusion of traditionally underrepresented groups in employment in California's community college system.

Community college HR and EEO professionals brought their concerns to the Chancellor's Office about the outdated terminology, methodologies, and potential for legal liability in the current regulations. Together, the field and Chancellor's Office developed a collaborative effort to share information and gather statewide feedback on the law and current regulations, best practices for promoting, and accurately measuring and assessing employee diversity, and how to design regulations that would best serve California's dynamic and growing community college student population.

The statewide EEO and Diversity Advisory Committee (led by the California Community College Chancellor's Office and comprised of representatives from constituent groups including HR/EEO, faculty, and classified staff) formed a task force to draft new regulatory language. The

Task Force, like the Advisory Committee, included the Chancellor’s Office and constituent groups. After extensive consultation with professionals in the field, the Task Force established broad goals and principles for Title 5 revisions. The primary goals charged to the writing team were to develop new EEO strategies that would:

- better align with the current legal and social context;
- provide HR and EEO professionals with better tools which are legal and methodologically sound, and practice-oriented; and
- continue to demonstrate and expect meaningful and effective efforts to maximize diversity and identify and eliminate barriers to the employment opportunities for underrepresented groups.

Regarding the validation of support to the issues of equity and diversity, 97.9 percent of the respondents of the Accreditation survey conducted in Spring 2013 indicated that they strongly agreed or agreed that “Policies and practices of the College Center demonstrate commitment to issues of equity and diversity.” [Question 30]

Below are tables showing the breakdown of staff and faculty demographics at the Clovis Community College Center, student ethnicity for the Center and U. S. Census data for Clovis, CA.

Employee Demographics

Location: Clovis Community College Center

Gender			2008	2009	2010	2011	2012	2013	
Classified	Full-Time	Female	14	15	16	15	14	17	
		Male	9	9	10	10	12	12	
		Undefined				0	0	0	
		Total	23	24	26	25	26	29	
	Part-Time	Female	9	10	11	7	11	11	
		Male	4	3	3	5	5	4	
		Total	13	13	14	13	16	15	
	Total			36	37	40	38	42	44
	Faculty	Full-Time	Female	16	16	16	17	19	19
Male			24	22	22	22	25	25	
Total			40	38	38	39	44	44	
Part-Time		Female	78	79	74	80	90	102	
		Male	66	63	49	51	61	68	
		Total	144	142	123	131	151	170	
Total			184	180	161	170	195	214	
Total			220	217	201	208	237	258	

Ethnicity			2008	2009	2010	2011	2012	2013
Classified	Full-Time	African-American/ non-Hispanic	1	1	1	1	1	1
		Asian/ Pacific islander	2	2	2	2	2	3
		Hispanic	5	5	5	5	5	5
		Race/ ethnicity unknown			1	1		
		White/ non-Hispanic	15	15	16	15	18	18
		Multi-racial	1	1	1	1	1	1
		Total	23	24	26	25	26	29
	Part-Time	African-American/ non-Hispanic						
		Asian/ Pacific islander	2	2	1			1
		Hispanic	1	1	1	1	1	1
		Race/ ethnicity unknown	1	2	4	2	2	1
		White/ non-Hispanic	7	7	7	7	11	10
		Multi-racial	2	1	1	2	3	2
		Total	13	13	14	12	17	15
Total	36	37	40	37	43	44		
Faculty	Full-Time	African-American/ non-Hispanic	1	1	1	1	1	1
		American Indian/ Alaskan Native	1	1	1	1	1	1
		Asian/Pacific Islander					2	2
		Hispanic	3	3	3	3	3	3
		Multi-racial	1	1	1	1	1	1
		Race/ ethnicity unknown	5	5	5	5	6	6
		White/ non-Hispanic	29	27	27	28	30	30
		Total	40	38	38	39	44	44
	Part-Time	African-American/ non-Hispanic	1				2	3
		American Indian/ Alaskan Native	1	1	1	1	1	1
		Asian/ Pacific islander	8	11	10	12	12	15
		Hispanic	13	14	11	14	14	13
		Multi-racial	2	2	4	4	4	4
		Race/ ethnicity unknown	10	12	13	15	16	20
White/ non-Hispanic		109	102	84	85	102	114	
Total		144	142	123	131	151	170	
Total	184	180	161	170	195	214		

Total	220	217	201	207	238	258
-------	-----	-----	-----	-----	-----	-----

Ethnicity			2008	2009	2010	2011	2012	2013
Administration	Full-Time	African-American/ non-Hispanic						
		Asian/ Pacific islander	1	1	1	1	2	2
		Hispanic						
		Race/ ethnicity unknown	1					
		White/ non-Hispanic	3	6	6	6	5	5
		Total	5	7	7	7	7	7
Ethnicity			2008	2009	2010	2011	2012	2013
Confidential	Full-Time	African-American/ non-Hispanic						
		Asian/ Pacific islander						
		Hispanic						
		Race/ ethnicity unknown						
		White/ non-Hispanic					1	1
		Total	0	0	0	0	1	1
Total			5	7	7	7	8	8

Clovis Community College Center 2014 faculty and staff percentages	
Classified staff Full-Time and Part-Time	2014 percentage
African-American/ non-Hispanic	3%
American Indian/ Alaskan Native	0%
Asian/ Pacific islander	9%
Hispanic	14%
Multi-racial	7%
Race/ ethnicity unknown	5%
White/ non-Hispanic	65%
Faculty Full-Time and Part-Time	2014 percentage
African-American/ non-Hispanic	2%
American Indian/ Alaskan Native	1%
Asian/ Pacific islander	8%
Hispanic	9%
Multi-racial	2%
Race/ ethnicity unknown	13%
White/ non-Hispanic	65%

Table 4: Students by Ethnic Group: Fall 2008 – Spring 2013

Ethnic Group	08FA	09S P	09FA	10S P	10FA	11SP	11FA	12SP	12FA	13SP
African-American/non-Hispanic	3%	3%	3%	3%	4%	4%	4%	4%	4%	4%
American Indian/Alaska Native	2%	1%	1%	1%	2%	1%	1%	2%	2%	2%
Asian/Pacific Islander	8%	9%	10%	10%	11%	11%	11%	11%	12%	12%
Hispanic	24%	25%	25%	27%	28%	29%	31%	32%	32%	33%
Race/ethnicity unknown	12%	12%	10%	10%	8%	7%	5%	5%	4%	3%
White/non-Hispanic	51%	49%	51%	48%	48%	48%	48%	47%	47%	47%
Totals	100%	99%	100%	99%	101%	100%	100%	101%	101%	101%

Data Source: Institutional Research Website, ir.scccd.com

Census Bureau data

Clovis city, California

ACS Demographic	Estimates	%	U.S
White	62,107	70.03	74.3%
Black or African American	2,281	2.6	12.3%
American Indian and Alaska Native	1,228	1.4	0.8%
Asian	7,389	8.4	4.4%
Native Hawaiian and Other Pacific Islander	321	0.4	0.1%
Some other race	11,374	12.9	5.8%
Hispanic or Latino (of any race)	22,145	25.1	15.1%

The tables above show that CCCC serves a higher percentage of African American, Asian, and Hispanic students than are represented in the community it serves: Clovis, California. They also show that CCCC serves a lower percentage of white students than the general population. The ethnicity of CCCC’s classified staff and faculty is more similar to the ethnicity of the community than of the student population.

Actionable Improvement Plan

As CCCC hires more faculty, faculty and administration will work with the district Human Resources Office to increase the diversity of applicant pools to better reflect the demographics of CCCC students and the community.

b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

CCCC has set specific expectations for embracing diversity as indicated in the Educational Master Plan. The Educational Master Plan, Strategic Area Two, specifically addresses the issue of equity and diversity and states part of the mission of the Center is “Creating an environment that supports awareness and understanding of diversity for all students who can benefit from the Center’s programs and services.” (Clovis Community College Center Mission statement), (Clovis Community College Center Educational Master Plan 2013-2014)

The mission statement of the Clovis Community College Center is:

Clovis Community College Center Mission Statement: Creating Opportunities – One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community’s future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

(Clovis Community College Center Mission statement, Clovis Community College Center Vision statement)

The district regularly collects data related to achieving employment equity objectives and shares the data with the Board of Trustees and the community. This includes data related to the recruitment, selection, retention, promotion, resignation, and retirement of college staff. The district reports this data to the federal and state agencies requesting such information, and the district uses the data as part of the assessment of impacts relative to the hiring process based upon gender and race/ethnicity throughout the district.

The Human Resources Office assesses all certificated applicant pools in terms of diversity, including race/ethnicity, gender and disability, with annual reports produced which identify the racial/ethnic composition of the faculty and staff at the Center. The goal is to increase the diversity in applicant pools as well as hires.

As previously stated, all employees serving on a hiring screening committee must participate in Equal Employment Opportunity (EEO) training within one year of serving on the screening committee. Topics covered in this mandatory training include Federal Laws that Prohibit Discrimination, State Laws that Prohibit Discrimination, California Constitution Article 1 Section 31 prohibiting discrimination and preferential treatment, Sensitivity to the Diverse Backgrounds of Community College Students. (Central 14 workshops 2011–2014 Full Time

Faculty Handout EEO Information)

The district formed an Equal Employment Opportunity (EEO) Advisory Committee made up of constituents from throughout the district. The charge of the committee was to draft an Equal Employment Opportunity plan for the district. The plan is to broaden the discussion of diversity based on the analysis of data, current practice, and successful strategies to arrive at a common understanding of diversity that celebrates and promotes the diversity of the district. This committee initially met with an attorney specializing in Equal Employment Opportunity who provided an overview of the State Chancellor's Office Model Equal Opportunity Plan. The committee met throughout the spring of 2013 and developed the State Center Community College District Equal Opportunity Plan the Board of Trustees adopted on June 4, 2013. In addition, the district recruited for a new position of EEO/Staff Diversity/Staff Development Manager. The district filled the position on June 16, 2014. (SCCCD EEO Plan to State Chancellor 6-20-13)

Self Evaluation

The present makeup of the full-time faculty, administration, and staff at CCCC will become the baseline data from which CCCC measures the increase in diversity of new hires. The Center will continue to explore strategies to increase the diversity of the applicant pool, marketing, and ultimately hiring of a workforce reflective of the students and communities it serves.

In terms of marketing, the district has made considerable progress in expanding the number and types of publications in which it advertises towards the goal of increasing applicant diversity. In addition to advertising in local newspapers, the district advertises in the California Community College Registry's website, *Chronicle of Higher Education*, as well as other publications and recruitment websites. In addition, human resources posts faculty announcements on a variety of websites (e.g., *EdJoin*, *HigherEdJobs*, *InsideHigherEd*). Specifically addressing cultural ethnic groups, the district also posts job announcements on sites such as *Asian-jobs.com*, *disabledperson.com*, *blacksinhighered.com*, *hispanicsinhighered.com*, *wihe.com* and *triblacollegejournal.org* to name a few.

The full-time faculty Tenure Review, Self Evaluation document asks faculty to evaluate their performance on the three following statements: (1) Responsiveness to the educational needs of students by exhibiting awareness of and sensitivity to the following: (a) diversity of cultural backgrounds, gender, age, and lifestyles; (b) variety of learning styles; (c) students goals and aspirations; (2) Concern for student rights and welfare; and (3) Respect for the opinions and concerns of students. (Tenure Review, Self Evaluation)

Actionable Improvement Plan

None.

c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

Chapter Three of the SCCC Board Policies outlines a series of policies which deal directly with

the appropriate treatment of its administration, faculty, staff, and students including nondiscrimination, equal employment opportunity, prohibition of harassment, campus safety, workplace violence plan, reporting of crimes, child abuse reporting, local law enforcement, weapons on campus, sexual and other assaults on campus, and drug free environment and drug prevention programs. (BP 3410-3550)

The district also has administrative regulations reflecting the above board policies which provide for prompt and fair investigation of any allegation of discrimination by a student, employee, or an applicant (AR 3435). Administrative Regulation 3459 includes the complaint procedure for alleged violations of statutes, state regulations, Board Policies or Administrative Regulations.

Board Policy 3150 (Code of Ethics-Administrators) contains an example of the emphasis on integrity throughout the district; the policy defines ethics and describes the importance of ethics and expectations of administrators for ethical behavior. In defining ethics, the policy reads, "The ethical person must be conspicuously consistent in the exercise of integrity to sustain the credibility that is an expectation of office." (BP 3150)

Federal and state laws as well as policies of the district protect students' rights. As stated in the college catalog, "Students have a right to an oral or written notice (reasons for disciplinary action), an opportunity for a review, and a decision given orally or in writing." This process is coordinated under the Office of Student Services. (Reedley College 2012-2014 Catalog)

In addition, as mentioned above, the Human Resource office of State Center Community College District provides training to ensure equal treatment of its staff, students, and the communities it serves. Training topics are varied and include awareness and understanding of the nondiscrimination policy, investigating complaints, preventing sexual harassment, and access issues.

Self Evaluation

CCCC meets this standard. The Center is diligent in applying the policies and regulations noted above in a fair and consistent manner. For example, since the Dean of Student Services coordinates student complaints and grievances, the staff in that area ensures that the Center follows the steps outlined in the policy and procedures. That procedure requires that the student attempt to resolve the issue at the informal level, prior to making a formal complaint. This generally means that the student meets with the faculty or staff member against whom he/she is making the complaint. The student and faculty or staff member make an attempt to resolve the matter simply and expeditiously, prior to proceeding to a formal complaint level. Staff and faculty receive information on this process to ensure consistency of its application. The Student Complaint form is available in the Student Services office. (Student Complaint Form)

In regards to unlawful discrimination, Administrative Regulation 3435 describes the filing and oversight of the complaint procedure with the Vice President of Instruction and Student Services acting as the responsible officer at the Center level. (AR 3435)

In addition, in an effort to prevent unlawful discrimination, and to ensure equal treatment of its staff, students, and the communities it serves, the district provides training to all management

and staff who have supervisory authority and lead responsibility on such topics as sexual harassment policy, nondiscrimination policy, investigating complaints, Family and Medical Leave Act, California Family Rights Act, Pregnancy Disability Leave Act, evaluations and progressive discipline, and access issues. [Central 14 Workshops 2011 - 2014, Training Workshops (Not Central 14) 2011- 2014]

Actionable Improvement Plan

None.

5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

a. The institution plans professional development activities to meet the needs of its personnel.

b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

CCCC provides all personnel with significant opportunities and avenues for professional development. The Center's commitment to training of staff is evident through its dedication to travel and conference funding and the many organized training sessions offered to staff in the midst of challenging budgetary times. The establishment of a Staff Development Committee, participation in the district wide Classified Professionals Committee as well as the Classified Professionals events, Flex Day activities, and managers' participation in the district management training sessions represent the Center's commitment to training and professional development opportunities.

The institution plans professional development activities to meet the needs of its personnel. Individual faculty, programs, departments, faculty surveys, Staff Development forms (both short and long), the Strategic Plan, and Program Review recommendations identify needs and base plans on those needs. (Clovis Community College Center Strategic Plan 2013-2017 Objectives 3.5 and 6.4; Staff Development Forms, Program Review Handbook, Flex Day Activities)

The full-time faculty contract states that one flexible schedule day shall be provided each semester. The first is at the beginning of the fall semester, historically, the Friday prior to fall classes starting. Faculty may request to schedule a Flex Day at a time other than the beginning of the spring semester. Faculty have several options: select/develop an individual activity, participate in a department scheduled/developed activity, or participate in a campus scheduled activity which may include Reedley College and/or Fresno City College activities. The Academic Senate Vice President is also responsible for identification of staff development and Flex Day activities. (2012-2015 Full Time Agreement Article XII, Section 7; Flex Day Memos, completed Flex forms)

Each year there is an orientation for adjunct faculty and in years where there is a critical mass of full-time faculty hired, administration conduct an orientation for full-time faculty as well. The appropriate dean typically hosts this orientation on or shortly after Duty Day. (Adjunct faculty duty day agendas-2012-2013)

Full-time faculty members are eligible to apply for a sabbatical leave upon satisfactory completion of at least six consecutive years of service in the district. The district allocates funds annually for a maximum of twelve eligible staff per year, which it divides between the colleges within the district. The district gives consideration to applicants based on appropriate research, travel, or programs of organized study. [Full Time Faculty Contract 2012-15 Article XIV-A Section 7]

Classified staff members are eligible for a Leave of Absence for study after completing 5 consecutive years of service in regular status with the District. The study leave can be for any period of time not to exceed one year. The employee is paid one-half of what his/her salary or wage would have been had he/she not been on leave. To qualify, the employee must use all accumulated vacation prior to being eligible for pay. [Classified Staff Contract 2012-2015 Article 16]

The Classified Professionals Development Committee organizes the Classified Staff Mega Conference each year with funds provided by the District. Each year classified professionals attended the conference “Year of the Classified Professional: A Decade of Excellence.” The opening session was an interactive icebreaker that gave the participants the opportunity to meet one another, discover new communication skills, and improve teamwork. There were six break-out sessions dealing with various topics such as creating change in the community, emerging technologies, district benefits, health and wellness, leadership training, supplementing retirement income, and gardening tips. Conference leaders solicit evaluations from attendees, as well as suggestions for future conferences. [Mega Conference Agenda, Evaluations]

SCCCD Classified Professionals Technology Training Series offers on-site classes in various subjects such as word processing, grant writing, Adobe Acrobat, workplace communication, spreadsheets, Excel, PowerPoint, and SQL Database basics. Qualified instructors offer training at various levels from novice to advanced. Evaluations from attendees identify any areas for improvement as well as subjects for additional training. Changes in technology and the need to upgrade skills is a constant. [2014/15 On-Site Technology Training Schedule, Sample Evaluation]

The district has a history of providing leadership training and professional enhancement training for its employees. SCCC has offered the following:

- Classified Professionals Training
- Leadership Training for current and aspiring managers
- Central 14 training for managers on human resources-related topics
- Staff development funding for faculty and staff based on individual or campus needs

For eight years, the district offered an educational leadership program for the district administrators and faculty called the Community College Academic Leadership Seminar Series (CCLASS). This program was in conjunction with California State University, Fresno and the Central Valley Education Leadership Institute. It was an opportunity for participants to develop their leadership skills with the support and guidance of successful, experienced leaders. The focus of this series was on practical application in the real world. (Evidence: CCLASS Leadership Seminar Series 2005 thru 2013, CCLASS Narrative)

However, the district replaced the CCLASS program in 2013-2014 with a leadership program based on “competencies.” The Chancellor’s Cabinet identifies these competencies as those required to be a successful leader in this district. The district offered this leadership training for managers, deans, and vice presidents and called it the SCCCDC Inaugural Leadership Development Academy. The program was a customized leadership development program designed to develop leaders who would sustain the organization and enhance student success and completion. The district designed the program to develop a group of community college practitioners at SCCCDC who would lead the college in its quest to be a “regional leader in educational programs and services to an ever-changing world.” The facilitators were nationally-recognized leaders in community college staff development, Dr. Christine McPhail and Dr. Kimberly Beatty. The participants met throughout the year and participated in mini-case studies, discussions with experienced community college leaders, and developed and presented capstone projects related to the district’s Strategic Plan. The participants also had professional growth plan/coaching that Dr. Christine McPhail conducted on an individual, one-on-one basis.

In 2014, the district added a new position, Manager of EEO/Diversity and Staff Development to allow the district to reassess its leadership/management training. The goal is to create a hybrid training program that takes the best from the Classified Professionals leadership training, the CCLASS, Dr. McPhail’s leadership training, the ACCCA management 101 and 201 classes, and from other community college districts around California. The charge is to develop a new program that SCCCDC will do in-house. The district will also evaluate the ACCCA classes (which have an excellent reputation) and decide when it is appropriate to send CCCC’s current or aspiring managers to external leadership training.

The district has also provided a series of workshops for all administrative and management staff. These workshops cover personnel topics such as Fair Labor Standards Act; retaliation; the disability interactive dialogue process; disciplinary and harassment investigations; preventing harassment, discrimination and retaliation in the academic setting; embracing diversity; following the Equal Employment Opportunity guidelines when hiring staff; privacy issues; leave laws such as Family and Medical Leave Act; California Family Rights Act; Pregnancy Disability Leave Act; generational diversity; legally compliant strategies for diversity enhancement; creating a culture of respect. The district has addressed all of the aforementioned topics recently. Workshop leaders collect evaluations after each workshop as well as suggestions for future training subjects. [Central 14 Workshops 2011 - 2014, Training Workshops (Not Central 14) 2011- 2014]

Self Evaluation

CCCC meets this standard. The Center has a comprehensive program of staff development for all employees. These programs and activities include on-campus workshops, training sessions, new employee orientations, conference travel budgets, faculty sabbaticals, and classified staff Leaves of Absence for Study. The Center uses a portion of the Lottery Funds annually to support the expenses associated with staff development. The Staff Development Committee, which faculty, management, and classified representatives compose, manage this fund. The committee reviews and recommends requests for employee development and training and then forwards them to Campus President for approval. A few of the conferences that were approved in 2012/2013 are Engineering Conference and CCL Conference. (Staff Development Committee Roster, Agenda, Minutes, WI Staff Development)

The SCCCD Chancellor has directed the formation of a district-wide training committee which the District Dean of Human Resources coordinates. The Director of Classified Personnel and the Human Resources Analyst are also on this committee. The Chancellor will assign membership to this committee from each campus. The goal of this committee is to develop and implement an on-going, systematic process to train district employees and will meet the SCCCD Strategic Plan Goal 6, Objective 6.4.

The Accreditation Survey conducted in Fall 2013 includes the following statement: “The College Center provides opportunities for continued professional and staff development.” The results indicated that 85.3 percent of the respondents strongly agreed or agreed that the Center does provide opportunities for professional and staff development. Considering the recent budget constraints, this percentage indicates that the Center and the district are making a concerted effort to provide sufficient staff development opportunities for the majority of interested staff. [Willow International Center Accreditation Survey Question 31]

In response to the statement: “Professional development programs offered to employees reflect work-related needs and interests,” 79.8 percent of the respondents indicated that they strongly agreed or agreed. [Willow International Center Accreditation Survey Question 41]

Even though the above percentage is not particularly high, staff and faculty feel that they stay current in their fields, which indicates that the level of staff development opportunities is sufficient to maintain expertise and effectiveness. In fact, nearly 96 percent of the respondents strongly agreed or agreed with the statement “As a group, the members of my department stay current in their fields of expertise. Additionally, in response to the statement: “The administration provides leadership and encouragement to staff in improving job effectiveness,” 85 percent agreed or strongly agreed with the statement. This indicates that staff members feel the administration is doing what it can in these difficult budget times to provide any necessary training. [Willow International Center Accreditation Survey Questions 32 & 34]

Actionable Improvement Plan

As the budget allows, the Center will increase staff development opportunities.

6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

CCCC, as part of the Institutional Effectiveness-Collaborative Decision-Making Process, integrates human resource planning with institutional planning. As mentioned above, certificated, classified, and administrative staffing needs are a reflection of the Program Review recommendations and planning documents (e.g., Educational Master Plan, Strategic Plan, Facilities Plan, and Technology Plan). The staffing plans developed for the transition from the Center to college address present and future needs in the areas of instructional, student services, business services, and administrative services. In terms of prioritizing the staffing needs as part of the resource allocation process, once the district determines number of positions, dialogue and discussion occurs at the site including department chairs, College Center Council, and the President's Cabinet, with the President making the final decision. The Administrative Regulation 7120 describes the recruitment and employment process for full-time faculty. The Center also hires part-time faculty based upon collaboration with the deans and department chairs utilizing criteria including FTES, enrollment trends, program needs, and facilities. Regarding part-time counselors, the Center uses similar criteria in determining the number and hours of employment based upon student service needs throughout the academic year. Generally speaking, the Center hires additional counselors for the beginning of the fall semester, during registration for the spring semester, and during the high school and new student registration period for the subsequent summer session and fall semester. (AR 7120)

The Center also hires classified support staff based upon the staffing plan described earlier, with the prioritization of the positions based upon budget and need. The College Center Council reviews the staffing plans annually and if new positions receive funding at the district level, the College Center Council will make a recommendation to the President who will determine the final priority consideration to the Chancellor and Board of Trustees.

The Staffing Plan also identifies administrative positions for CCCC and ultimately Clovis Community College. (Evidence: Staffing Plan)

Self Evaluation

CCCC meets this standard. The existing and future Staffing Plan, Facilities Plan, and priorities developed through the collaborative decision-making process reflect the current and future program, facilities and student support services which support the Center. The Center uses data generated through an assessment of Program Review recommendations and the Educational Master Plan projections, strategic plan analysis, technology plan objectives, surveys, ARCC reports, advisory committee recommendations, and community-based needs to integrate human resource planning with institutional planning. For example, the Center bases the Master Facilities Plan upon the planned future instructional programs and student support services which involve the hiring of individuals who work within the various departments and divisions of the Center. An example is the recent completion of the Academic Center Two facility which required the addition of a custodian to maintain the facility.

Staffing of additional and replacement faculty positions is also addressed annually through a process involving the department chairs coming to consensus on priorities of recommendations for the President. When a position becomes vacant, the position is not automatically replaced but rather is reviewed by the department chairs and administration to determine if a replacement is warranted. New certificated positions are also considered by the department chairs based upon the staffing plan driven by current and future growth projections and emerging career technical training needs.

When the Center receives additional funding, it will consider new classified positions for funding based upon the prioritized Staffing Plan, which the Center will use in its transition to full college status. As mentioned above, the Master Facility Plan, which ties directly to the Staffing Plans, will drive capital projects. (Facility Plan, Staffing Plan)

Actionable Improvement Plan

None.

EVIDENCE

Integrated Planning Model

Administrative Regulations 7120, 7121, 7215, 7220, 7223, 7230, 7240, 7122

Faculty Request Form

2010-2011 Certified Staffing Proposal- Department Chairs

Academic Hiring Requisition Form

Division Representatives Meeting Minutes

Personnel Commission Rules 2-1

Board Policy 8210, 7230, 7120, 7250, 7260, 7125

California Education Code 88080, 88081, 88087

Classified Staffing Request Form

Staffing Plan

Ed Master Plan

Agendas/minutes of CCC meetings- 2012-13

Initial Staffing Plan

Letter from the SCCC District Chancellor to the Western Association of Schools and Colleges
Willow International Accreditation Survey
2012 – 2015 Full Time Agreement, Article XIII, Sections 1 & 2
2012 – 2015 Part-Time Bargaining Unit. Article XII, Section 1
Tenure Review/Evaluation of Contract Employees Packet
Full-time Faculty contract
Administrators Evaluation form
Tenure Track Evaluation List, North Centers Adjunct Evaluation List-2012- 2013 Tenured
Evaluation Report
Faculty Evaluation Summary of Classroom Observation Form
Student Questionnaires for Faculty Evaluations
Duties and Responsibilities, Evaluation of Contract Employee By Administration form
Class schedules
Program Review Cycle Three Handbook
Duty Days Agendas
Classified Staff Evaluation Form
Classified Staff Contract 2012-15
AAUP Professional Ethics
Academic Senate Equivalency Committee Description
Central 14 workshops 2011 – 2014, Training-Workshops (not Central 14) 2011-2014
Board Of Trustees March 2009 Workshop Notes
Faculty Handbook 2014-2015
Monthly publication-Liebert, Cassidy, Whitmore

California Education Code 87031

College Center Student Activities Calendar-2013-2014

Clovis Community College Center Mission Statement

Clovis Community College Center Vision Statement

Tenure Review Self Evaluation

Reedley College 2012-2014 Catalog

Student Appeal or Complaint Process & Form

Clovis Community College Center Strategic Plan 2012-2014

Faculty Staff Development Reports

Fall 2013 Flex Day Agenda

Fall 2013 Flex Forms

Adjunct faculty duty day agendas

Sabbatical leave reports

SCCCD EEO Plan to State Chancellor 6-20-13

Mega Conference Agenda, Evaluations

Leadership State Center Agendas 2011-2013

Leadership State Center Evaluations 2011-2013

Evaluation Process Training- Leadership State Center 2011-2013

CCLASS Leadership Seminar on Evaluation Process

CLASS Leadership Seminar Series 2011 thru 2012

CCLASS Narrative

On-Site Technology Training

Staff Development Committee Roster

Staff Development forms

Facility Plan